

Factors Influencing the Implementation and Sustaining of Initiatives: Insights into Early Reading Research (ERR)

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Doctorate of Educational, Child and Community Psychology- May 2009

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Exeter. The work is original, except where indicated by special reference in the text, and no part of the dissertation has been submitted for any other academic award. Any views expressed in the dissertation are those of the author.

Signed.....

Overview:

There are fewer constraints in Jersey's schools compared with those in the UK and it is not compulsory that they adopt initiatives. Early Reading Research (ERR) was brought in to Jersey by the Education Department in 2002 to develop literacy. Currently, two thirds of Jersey's schools have adopted ERR. Many schools do recognise the potential of ERR, however it must be implemented and sustained appropriately. This requires the enthusiastic commitment of staff, partners and supporters. Factors that influence the implementation and sustaining of ERR are not well explored within the Department and therefore this research aimed to fill that gap. Questionnaires were constructed for both head and class teachers. Most teachers and Headteachers who filled out the questionnaires agreed that ERR is an effective initiative to teach children to read but only when used alongside other methods. Many teachers said all children could access ERR. However, the majority also commented that they differentiate their teaching beyond what is advised within the ERR training. Most teachers said that they carry out between one to two daily sessions of ERR. Time constraints and other curriculum commitments were often cited as being a barrier to providing more sessions. Flexibility, teaching assistant support and children's motivation were often seen to be essential for the success of ERR. Whilst this research doesn't directly address how well ERR has been implemented and sustained, it provides an insight into how ERR is being implemented within teachers' practice. However, the method of data collection failed to give a broad and in-depth explanation of why teachers are implementing ERR in the ways that they are.

The second paper aimed to engage with teachers to help them reflect on their practice of ERR so to address pedagogic principles and therefore look at not only what teachers do but how and why

they do what they do. A selection of primary school teachers and Headteachers were interviewed about aspects relating to ERR (some of which were covered in paper one). Many teachers felt that ERR was taken on within their school because it was not only provided by, but it was encouraged by the Education Department. Despite this, teachers felt that there was a general need for a structured phonics initiative within their school. Most teachers said that they felt well supported with ERR but they highlighted the need for ongoing support. Many teachers agreed with the theory and research relating to ERR, but the problems were associated with applying the theory into effective classroom practice. Feelings of constraint by the prescribed structure of ERR was frequently stated by teachers. Regardless of this, many teachers highlighted the benefits of particular aspects of ERR and suggest its ability in forthcoming years to plan a clear path of literacy development for children in the primary years.

The research findings of paper one and two suggest both a way forward to the development of ERR within the context of Jersey, and, an insight into how other initiatives can be developed and sustained to ensure their success.

Acknowledgements

I would like to thank:

The primary schools involved in the project.

The Education Department of Jersey for their time and resources provided in support of the project.

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Paper 1

Abstract:

The push to raise literacy standards led to the investment in the literacy initiative ERR by Jersey's Education Department in 2002, with the objective to support the literacy needs of primary aged children. ERR was developed by Dr. Jonathan Solity who proposes that ERR identifies core psychological principles of teaching and learning which underpin the way children are taught (Solity, 2003). These principles highlight the importance of: (i) short, focused teaching sessions throughout the day; (ii) teaching grapheme-phoneme correspondences; (iii) teaching reading through the use of real books; (iv) identifying instructional principles and generalisable skills; (v) the order in which new skills are introduced and (vi) teaching only one skills at a time and (vi) teaching directly to the task (see appendix I for further details). ERR is encouraged by Jersey's Education Department, but it is not compulsory that schools adopt it. Many schools recognise the potential of ERR, however if it is going to fulfil its promise, it must be properly implemented and sustained. Factors that influence the implementation and sustaining of ERR are not well explored within the Department. Therefore, this research aimed to fill that gap. Forty nine class teachers and thirteen Headteachers from eighteen primary schools across Jersey filled out questionnaires. Most teachers and Headteachers agreed that ERR is an effective initiative to teach children to read when used alongside other methods. The majority of teachers said that they differentiate their teaching beyond what is advised within ERR. There weren't any teachers who said that they carry out the recommended number of daily ERR sessions. Most teachers said that they carry out between one and two daily sessions. Time constraints and other curriculum commitments were often cited as being barriers to providing more ERR sessions. This research provides some insights into what aspects of ERR are implemented and embedded in Jersey's schools.

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Introduction:

Rationale for the study:

The lack of United Kingdom (UK) Government directed initiatives in Jersey gives Jersey's schools more freedom when selecting initiatives to support the education of their children. The push to raise literacy standards led to the investment in ERR by Jersey's Education Department with the intention of supporting the literacy needs of primary aged children. This approach is encouraged, but it is not compulsory, that schools take on the initiative. Many schools acknowledge ERR's potential, however if it is to fulfil its promise, it must be properly implemented and sustained. Factors that influence the implementation and sustaining of ERR are not well explored within the Department and so there was a need for this research to be carried out. Illuminating factors that influence the implementation and sustaining of ERR will not only support the future success of ERR, but also inform how other initiatives can best be implemented and sustained successfully so as to ensure their full potential.

Literature review:

As many educational initiatives are well informed by the research, they provide a sound basis to inform practice within schools and serve the learning needs of children (Brown, 2005). This is true of ERR. Solity (2000; 2003) proposes that the framework is based on psychological and educational research. It identifies core instructional principles, provides a curriculum for teaching literacy skills, and describes how best to combine whole class, group and individual teaching. The instruction is the prime variable in the initiative and thus the most influential factor is within teacher control (see appendix I for a detailed summary of ERR). Therefore, the push for schools to

adopt ERR has to be concerned with how to best help teachers through the process of implementing and sustaining the initiative successfully within their practice.

It has been recognised that the processes by which research findings are transformed into the everyday knowledge and practice that is needed by its users is not very well informed (Taylor, 2002). Hopkins and Levin (2000) support this in their discussions about school development, as they state that reform efforts have not paid enough attention to implementation which leads to changes in practice. They feel that it is teachers' struggles to come to terms with the technical and psychological aspects of the change process that leads to what Fullan (1997) has called the 'implementation dip'. It is therefore important to examine causal factors so to avoid such a dip and ensure initiatives can not only be implemented, but sustained, to ensure their long term success. The literature reveals some important insights into the lessons learnt from attempts to implement and sustain other literacy initiatives. Anderson et al. (2002) monitored the implementation of National Literacy Strategy (NLS), a Government-led literacy strategy in the UK in its first year. The evaluation revealed that the initial stages of implementation threw up a potential difficulty with continuity. Askew et al. (1998) provide some possible explanations for these difficulties. They felt that when innovations are introduced into an education system, the educational innovation is often adopted initially but then rejected before a true test is made because of the difficulties involved in change. Askew et al. (1998) also commented that the innovation may be taken on, but in a half-hearted way so that the characteristics that provided the benefit are 'watered down' or eliminated altogether. Additionally, Askew et al. (1998) asserted that the innovation may be changed in order to accommodate the system a short time after it is adopted. These explanations suggest that not only is time an essential factor, but also a commitment to the initiative over that

time. Lack of time permeated Anderson et al's (2002) research into the NLS and teachers felt pressured to cover all the aspects of the NLS framework. It was acknowledged that any new initiative takes time to implement and consolidate, however there needs to be a level of commitment on the teacher's behalf towards dedicating time to implement the framework correctly. Lessons learnt from implementing and consolidating other literacy initiatives also highlight the importance of time for example, the Redbridge Literacy Initiative (Dawes, 1999) and Reading Recovery (DeFord, Lyons, & Pinnell, 1991). Reading Recovery (RR) is an early literacy intervention program that originated in the 1970's by New Zealand Professor of Education Marie Clay (Groff, 2004) and the Redbridge Literacy Initiative (RbLI) is a local initiative coordinated by Lorraine Dawes (1999) in the London Borough of Redbridge. See appendix F for further information.

Ownership and commitment:

As well as time, DeFord et al. (1991) stated that the successful implementation of RR required hard work, a long-term commitment and an ongoing willingness to solve problems. Dawes (1999) supports this with regard to the RbLI stating that commitment is needed from the start for the successful management of change. Again, Bowen and Yeomans (2002) found that a lack of commitment from staff was detrimental to the implementation of the ENABLE-Plus literacy initiative. Evans (1996); Fullan (1997); Goodlad (1984) and Hargreaves (1997) suggest that it is passion and engagement that is required from both individuals and systems in order to sustain change in an institution. However, Fullan (1997) states that most people resist externally driven change. This suggests therefore that if changes are going to take place to accommodate a new initiative within a school, the school needs to take ownership to manage and drive that change.

The research literature supports the view that a level of ownership is needed by those adopting a new initiative. Anderson et al. (2002); Moss (1998); Dadds (1999); Fisher and Lewis (1999) and Whitehead (1999) identified that ownership was influential as to how the NLS was implemented. Anderson et al's (2002) research particularly identified that because teachers felt 'bullied' into the implementation of the NLS, this contributed towards lack of ownership.

Support:

Support is therefore needed to assist schools through the process of implementing and embedding new initiatives. Bowen and Yeoman's (2002) insights into the ENABLE-Plus literacy initiative suggest that more training, opportunities for structured feedback and a need to apply consistent criteria in order to make informed decisions about moving through a programme are all essential to achieve successful implementation. Training was also outlined as an influential factor in the implementation and embedding of the literacy hour in Anderson et al's (2002) findings. Dawe's (1999) research found that INSET, in-class support, talks for parents and advice on libraries were all critical factors in implementing the RbLI. Bussell's (2001) research identified various types of support at various levels as critical for the ongoing success of teacher leaders to ensure the appropriate implementation of RR (De Ford et al., 1991). School-system support was regarded as important for the success of RR (Clay, 1987 as cited in DeFord et al. 1991 pg. 29). Bussell (2001) supports the contention that strong leadership is essential for successful reform. Bodilly (1996); Bowman (1999); Cawelti (1999); Educational Research Service (1998); Education Funding Research Council (1999); Hayes, Grippe, and Hall (1999); Herman and Stringfield (1997) and Horsley and Kaser's (1999) research into school reform also state that leaders must provide initial

and ongoing support. They also state that consensus building around the vision is important to sustain the innovation in the face of change in leadership. Constant communication and information exchange together with technical support, professional development, and ongoing networks of support were also highlighted as being essential. Anderson et al's (2002) research into the NLS in its first year of inception revealed that some teachers had minimal training prior to the implementation of NLS which may have caused issues.

Structure and organisation:

It is highlighted in Anderson et al's (2002) research that teachers felt they had less autonomy to organise and teach the curriculum because the NLS was so structured and prescriptive. Although the level of detail and prescription drew comments of resentment from some teachers, some perceived it to be a support as well as a constraint. Teachers felt that the prescribed amount of time took little account of the realities of life in a primary school with regards to interruptions fragmenting the literacy hour experience. Anderson et al's (2002) research also highlighted that teachers felt the NLS disregards individual differences and so teachers had to use their professional judgment to deal with these individuals. Issues of disempowerment were also expressed in the survey as teachers felt that English teaching was being marginalised. The limitations of functionalism to the development of reading and writing were also outlined by Whitehead (1999) with regards to the literacy hour. The literature identifies the umbrella of support to be pertinent both initially and ongoing to enable the effective implementation and embedding of literacy initiatives. This includes training for teachers (e.g. in service training and in class support), training for parents, advice on libraries, technical support, school systems support and leadership support.

Resources:

Another major issue that has arisen from the research literature with regards to implementing and embedding literacy strategies is the issue of resources. Anderson et al. (2002) found that although there did not seem to be any issues with resource implications for the implementation of the NLS, due to the fact that training materials and monies were given to schools, the published materials that schools were using did not always meet the particular reading needs of classes being taught, and therefore this needed improvement. Teachers identified that funding was the greatest barrier in achieving full implementation of the RR initiative as per Bussell's (2001) research. Obviously differing initiatives have different resource implications and it appears that RR is costly. It has been recognised from the research that cost-effective implementation is not likely to come quickly without experienced guidance in RR (Bussell, 2001). The ENABLE-Plus initiative seems to have taken resource implications into account as it doesn't require special resources but emphasises that a pupil's progress is largely dependent on the teaching strategies and approaches used, rather than the provision of extra resources or personnel (Bowen and Yeomans, 2002). It is therefore important that schools fully understand the long term resource implications of an initiative before implementation to enable them to sustain the initiative within their school.

Conclusion:

The literature outlined above highlights some important insights into factors influencing the implementation and sustaining of some literacy initiatives. Such factors include:

- Time since the initiative was introduced
- Levels of commitment given to the initiative
- Level and nature of training

- Level and nature of support
- Technical aspects of implementing an initiative in the ways suggested by the research
- Understanding about the principles and research supporting the initiative
- Resource implications

These insights are of paramount importance to ensure that implementation and sustaining related issues are resolved. If so, the success of literacy initiatives would be ensured. It has been recognised that on the whole, teachers are a dynamic and creative workforce who have always adapted and evolved their practice (Anderson et al., 2002). Therefore the process of helping teachers to evolve their practice and accommodate new initiatives is essential. With regard to ERR, this paper explored factors found from implementing and sustaining other literacy initiatives. As ERR has already been adopted by many of Jersey's schools, the research will be used to anticipate its ability in forthcoming years to plan a clear path of literacy progression for children throughout the primary phase.

Research Aims:

According to the research cited in the literature review, many factors are cited as being influential in implementing and sustaining initiatives. These are included under the following headlines:

- Teachers' level of experience in teaching
- The levels and nature of training and support
- The influence of management
- Views about the initiative

- Ownership of the initiative
- Technical aspects of implementing the initiative
- Levels of commitment
- Levels and understanding of the research supporting the initiative

The factors outlined above were applied in this research in order to investigate their potential to influence ERR.

The following research questions were explored:

- 1) Is there a relationship between teachers' levels of experience in teaching and their views about ERR?
- 2) Is there a relationship between teachers' levels of experience in teaching, and other initiatives that teachers have found to be valuable in order to teach reading?
- 3) Is there a relationship between levels of understanding about the principles and research supporting ERR and how teachers are implementing and sustaining ERR?
- 4) Does leadership have an impact on how teachers are implementing and sustaining ERR?

Method:**Design:**

A non-experimental design was used as there was no attempt to change the situation, circumstances or experiences of the participants. The study aimed to describe and illuminate an initiative that is already in place so as to enable a more informed understanding of the initiative. The study adopted the approach of illuminative evaluation (IE) in order to describe, address and illuminate a complex array of questions.

Illuminative Evaluation:

IE attempts to discuss the most significant features and critical processes of an innovation (Parlett & Dearden, 1977). It also aims to study how an innovation operates, how it is influenced by the various situations in which it is applied and what those directly concerned regard as its advantages and disadvantages (Parlett & Dearden, 1977). IE was initially borne from dissatisfaction with traditional research approaches found in the evaluation of mainstream education programmes (Sloan & Watson, 2001). Parlett and Hamilton (1976) claimed that conventional objective approaches to evaluation were inadequate for highlighting the complex problems of education (Melton & Zimmer, 1987). In response to this, they developed a more illuminative approach, which focuses on the education programme as a whole in its natural context. IE is therefore an exploratory process and is particularly appropriate when evaluation purposes require exploration that leads to description, understanding and decisions to effect improvements rather than measurement and prediction. Determining changes on outcome measures is not the goal of IE (Shapiro et al. 1983). Instead, the proposed focus is on the performance that takes place in learning

milieu. IE was thought to be an appropriate methodological approach in the current study as the aim was to explore an education programme that leads to description and understanding so to effect improvements. As the intended use of IE is to focus on education programmes in their natural context (Parlett and Hamilton, 1976), ERR will be explored in relation to the school contexts within which it is implemented. Parlett and Hamilton (1972) argue that the diversity and complexity of the learning milieu is an essential prerequisite for the serious study of educational programmes. They argue that innovations cannot be parted from the organisational context in which they exist. This is true when exploring the factors that influence how initiatives are implemented and embedded within schools. The school context within which the initiative is applied needs to be acknowledged through the process as outcomes may be dependent upon contextual factors. Therefore IE was thought to be a suitable methodological approach owing to its capacity to explore teachers' experiences of implementing and embedding ERR in relation to the school contexts within which they are operating. It is hoped that IE process will generate a depth and breadth of understanding to effect improvements for the future use of ERR within school contexts. This paper outlines the usefulness of IE in this regard.

Participants:

Forty-nine primary school teachers (mixed gender) from a cross section of eighteen selected primary schools across Jersey and thirteen (mixed gender) Headteachers made up the total sample. Some of the class teachers were also Educational Needs Co-ordinators (Jersey's equivalent of a UK Special Educational Needs Co-ordinator) and Literacy Coordinators within their schools. Participants were recruited from an opportunity sample. The majority of the sample represented a white British population. The age of the participants was not recorded for purposes of courtesy.

Class teachers taught Reception, Year 1 or Year 2. Schools were approached to partake in the research on the basis that they were using ERR.

Measures used:

Questionnaires were used to collect data. This method of data collection was intended for descriptive and interpretative purposes. Robson (2002) comments that most surveys are used for descriptive purposes, however it is possible to go beyond the descriptive, to the interpretative. Using self-completion questionnaires provided a straightforward approach to the study of views, attitudes and beliefs. Also a large amount of data, at a relatively low cost, in a short period of time was gathered. Self-completion questionnaires also allowed for anonymity, which encouraged teachers to be honest about their views where sensitive areas were concerned.

Designing and planning the questionnaire:

The central task when planning the data collection was to link and identify how questionnaires could ensure not only a valid measure of the research questions, but also get the co-operation of teachers and elicit accurate information. To assist with this, professionals with a level of expertise in ERR (such as Literacy Co-ordinators and Advisory teachers from the ERR development group) helped design the questionnaires.

Questions relating to specific topics as described in the research above were grouped (See Appendix C and D). Questionnaires for Headteachers were constructed separately to questionnaires for teachers as certain questions, for example those relating to the specifics of teaching ERR only applied to class teachers.

The first topic explored teachers' levels of experience in teaching literacy initiatives other than ERR. As this may have related to teachers' levels of teaching experience in general, it seemed essential to ask direct questions associated with the number of years teachers had taught for. Teachers were also asked how long they had taught ERR.

The second factor explored the types and levels of training and support teachers had for ERR. This included support from within teachers' schools and from the Education Department as well as support that teachers identified to be helpful for the future. Headteachers were asked their views about how the department can best support the implementation of ERR in the future.

The third topic focused on views about ERR. These questions were applicable to both class teachers and Headteachers. As it was felt that this may have been a sensitive topic, direct questions were not used. Instead, statements about ERR were outlined and respondents were required to state their level of agreement with these statements according to a 4 point scale.

The fourth factor explored the technical aspects of teaching ERR in the ways suggested by the research. Teachers were also asked about what facilitates and prevents this. Closed questions were used where respondents were required to tick a yes or no box.

Finally, teachers' levels of understanding about the principles and research supporting ERR were explored. This was applicable to both teachers and Headteachers. Again, respondents were

required to state their level of agreement (according to a four point scale) with the statement: ‘I understand the principles and research supporting ERR’.

Reliability and Validity:

There were threats to both the reliability and validity of the current research that require discussion. Reliability can be described as ‘a generic term used to cover all aspects relating to the dependability of a measurement device or test’ (Reber, 1985 pg. 636). Reber states that the essential notion is consistency or ‘the extent to which the measurement device or test yields the same approximate results when utilised repeatedly under similar conditions’ (Reber, 1985 pg. 636). Similarly, Robson (2002, pg. 101) describes reliability as ‘the stability or consistency with which we measure something’. He goes on to comment that ‘unless a measure is reliable, it cannot be valid. However, while reliability is necessary, it is not sufficient to ensure validity’. Validity is ‘the degree to which what is observed or measured is the same as what was purported to be observed or measured’ (Robson 2002, pg. 553). Reber (1985, pg. 807) describes it as ‘the property of being true, correct, in conformity with reality’.

One of the threats to the reliability in the current research was participant error or where participants’ performance or responses to the questionnaires might have fluctuated widely from occasion to occasion on a more or less random basis. Tiredness due to a number of personal factors could have affected participants’ responses to questionnaires. It was difficult to guarantee that these kinds of fluctuations did not bias the findings as a strict degree of control over when participants filled out the questionnaires could not be maintained. Responses that may have been affected by the memory, motivation and personality of the teachers were also difficult to control.

Another threat to the validity in the current research may have been participant bias or demand characteristics. Participants may have felt obliged to conform to views held by the Education Department about how schools should be implementing and embedding ERR as I was a researcher working for the Education Department. In order to address this, covering letters that were addressed to participants outlined that the purpose of the study was for my doctoral research and not the interests of the Education Department. Therefore it was hoped that participants would acknowledge that the purposes of the research were separate from the Education Department's interests. As well as this, a paragraph was included in the questionnaires which requested honest and accurate views from participants. It highlighted the importance of participants' honest views in helping to develop further support and training for ERR. Participants were given the right to anonymity and confidentiality for ethical reasons but also to try and get the co-operation of teachers to elicit accurate information and reduce participant bias. A disclaimer outlined that all data would be kept in strict confidence. This may have enabled teachers to express their genuine views without feeling obliged to state what they feel was a model answer. Attempts were therefore made to reduce participant bias.

Internal validity can be described as the extent to which a study establishes that a factor or variable has actually caused the effect that is found (Robson, 2002 pg. 549). Campbell and Stanley (1963) provided an influential and widely used analysis of possible threats to internal validity. In the present study, one of these may have been in the selection or initial differences between participants involved in the enquiry. As participants had the choice to participate, a truly random sample of views could not be obtained.

Generalisability refers to ‘the characteristic of research findings that allows them to be applied to other situations and other populations’ (Robson, 2002 pg. 547). An alternative term used by Campbell and Stanley (1963) is external validity. LeCompte and Goetz (1982) outline a classification of threats to external validity. One of the threats to external validity relates to the selection and the findings being specific to the group being studied. The findings from the current study would only be able to be generalised to the group of teachers. Another threat to the external validity may be the setting. The findings may be specific to, or dependent on, the particular context in which the research took place. This would be the particular school contexts that the research investigates.

A measure is said to have construct validity if it measures what you think it measures (Robson, 2002). Robson (2002, pg. 102) states that ‘there is no easy, single, way of determining construct validity. At its simplest, one might look for what seems reasonable, sometime referred to as face validity’. In the current research, face validity was determined by using existing research into factors that have influenced the implementation and embedding of other literacy initiatives in schools in order to provide a focus for questions relating to the implementation and embedding of ERR. Professionals who had a level of expertise in ERR (such as Literacy Co-ordinators and Advisory teachers from the ERR development group) assisted with the development of questions and helped to translate how factors found to influence the implementation and embedding of other initiatives may be relevant to ERR. A pilot study was also carried out in order to ensure that the questionnaires achieved the aims of the research in the best possible manner. The pilot process is described in detail below.

Pilot:

Questionnaires were piloted on three teachers. This process ensured that questionnaires achieved the aims of the research in the best possible manner and that questions were understandable and unambiguous. Any unnecessary, unclear and over-lapping questions were eliminated.

A certain level of planning went into the appearance and layout of the questionnaire. Questions and response boxes were displayed in a tabular form with plenty of space for answers so they appeared easy to fill in. Clear instructions were listed e.g. 'Please tick yes or no for the following highlighted questions' and a paragraph was included at the end of the questionnaire thanking respondents for participating. In order to persuade respondents to return the completed questionnaires in a timely manner, a deadline was outlined. Questions relating to a specific topic were sub-lettered (e.g. a.1, a.2) in order to ease data analysis. A total of thirty-seven questions (twenty-one open questions and sixteen closed questions) made up the final class teachers' questionnaire. Five of these questions were included in Headteachers' questionnaires.

Procedure:

Sixty (mixed gender) primary school teachers and nineteen Headteachers from a selected sample of 19 primary schools were approached to take part in the research. A covering letter (see appendix A) was sent to Headteachers along with the questionnaires. Covering letters outlined the nature of the research and the practicalities of carrying out the research. Contact details and information about a briefing meeting were also listed in the covering letter (see appendix A). The meeting was held two weeks after covering letters were sent out. It gave Headteachers the opportunity to raise

issues and clarify queries about the research. After a period of four months, a follow up letter was sent to prompt teachers to respond (see appendix B).

Data Analysis:

The majority of the data collected was quantitative. All data was analysed using the data package SPSS as it was believed that this would be a fast and effective approach to dealing with large amounts of quantitative data. Open questions with qualitative answers required coding (see appendix G for details of the code book). Data was entered into SPSS. Statistical analyses were carried out to explore relationships between the data in accordance with the research questions (See appendix H for details).

Ethical practices and issues:

The certificate of ethical research approval was filled out and approved by Exeter University. Before the research was carried out, it was agreed that if ethical concern emerged and there was a risk of breaching ethical principles as stated in the certificate, procedures would be halted.

Participants were recruited opportunistically therefore there was an element of choice on their behalf as to whether they wanted to partake in the research or not. Respondents were not coerced into completing questionnaires therefore the decision as to whether they took part in the research was entirely their choice. The covering letter was used as an opportunity to persuade the respondent to complete the survey so inviting phrases such as ‘questionnaires should only take 15 minutes’ were included. At the end of each questionnaire, a tick box was provided for teachers to state whether or not they would like to participate in further discussions about ERR. The

respondent's impression of the information contained in the cover letter was thought through with a supervisor during its construction.

Approval was gained with regard to the methods of data collection. After the data was collated and analysed, participants were sent thank you letters as a token of appreciation for the time and effort given. Letters also outlined that de-briefing about the findings would take place after the write up.

Teachers who participated in the research were given the right to anonymity. A disclaimer outlined that all data would be kept in strict confidence and no personal data would be disclosed to unauthorised third parties. Individuals and institutions would not be identifiable in training reports, presentations, work files or publications.

Professional standards were maintained as the research was monitored by a supervisor who encouraged the re-evaluation of any infringements.

No planned procedures involved risk of harm, detriment or unreasonable stress to participants. As questionnaires were re-drafted to eliminate unnecessary, unclear and over-lapping questions, the possibility of inducing stress, anxiety or boredom in respondents was reduced. Shortening the questionnaire was also felt necessary to maximise the response rate. A statement reminding participants to be honest was included.

It was hoped that the involvement of respondents to complete, some, if not all of the questions would come out of the guarantee that the research would not harm them and their views would be anonymised. Completed questionnaires were securely stored in the Education Department for safe keeping. The data was not used for any other purposes other than the current research, unless participants agreed that the data could be used for further purposes.

Results:

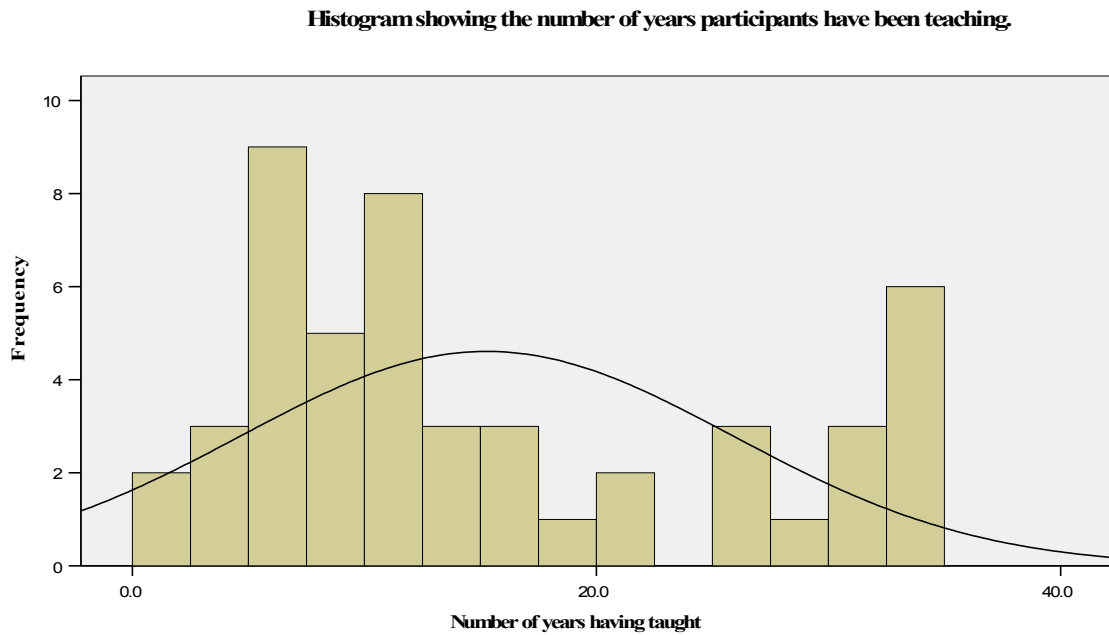
This first part of the results section covers the main findings from the questionnaires. A graphical representation and a written summary for the outcomes to each question are included. Some of the results are not listed in the main body of the results section as they were not pertinent to the overall research aims and questions. These results can be viewed in appendix K. The outcomes from statistical analyses are then described. Following on from this, the results from Headteachers' questionnaires are presented. Comparisons between Headteachers' and class teachers' outcomes are then described. A glossary of terms used in the results section can be found in appendix F.

Teacher outcomes:

Section A: Background Information.

Graph 1: Question a.1.

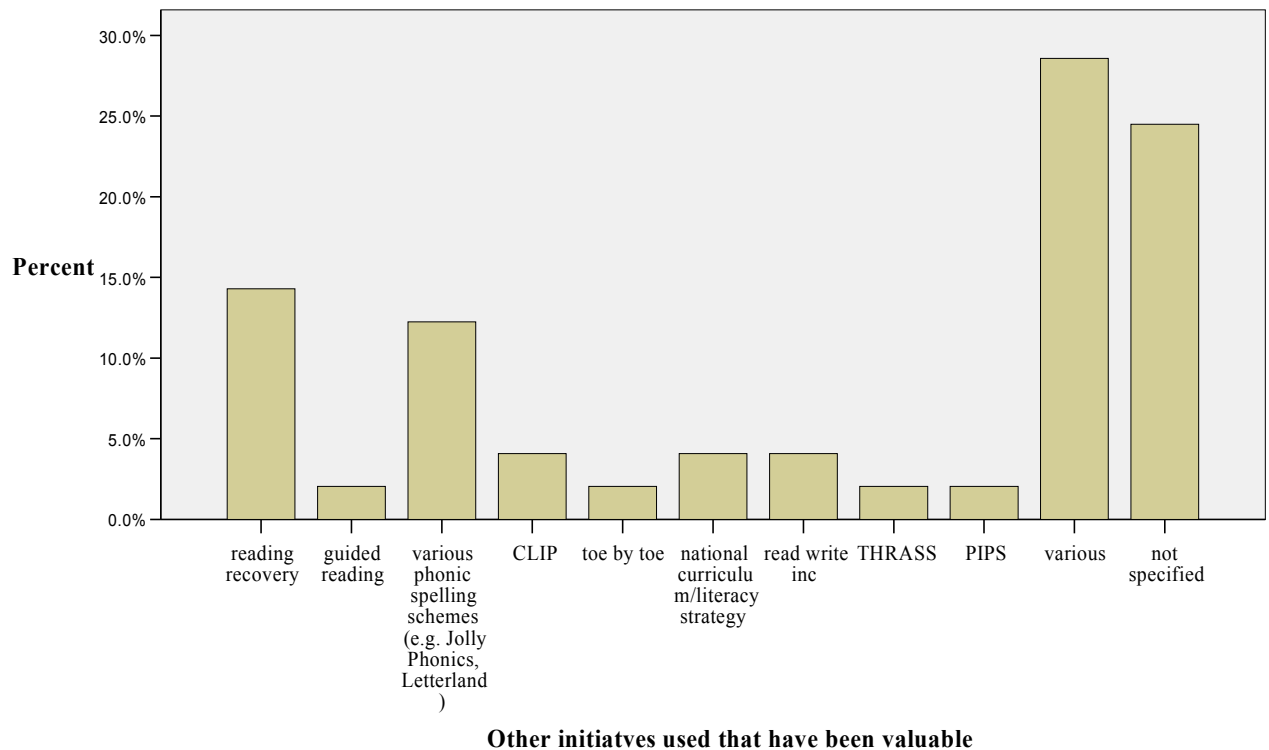
The histogram below represents the number of years teachers reported to have been teaching for.



There is a large range in the amount of years teachers have taught for. The mean number of years teachers have been teaching is 15.3 years.

Graph 3: Question a.4.

The bar graph below shows the initiatives and approaches teachers listed as being valuable to teach reading.

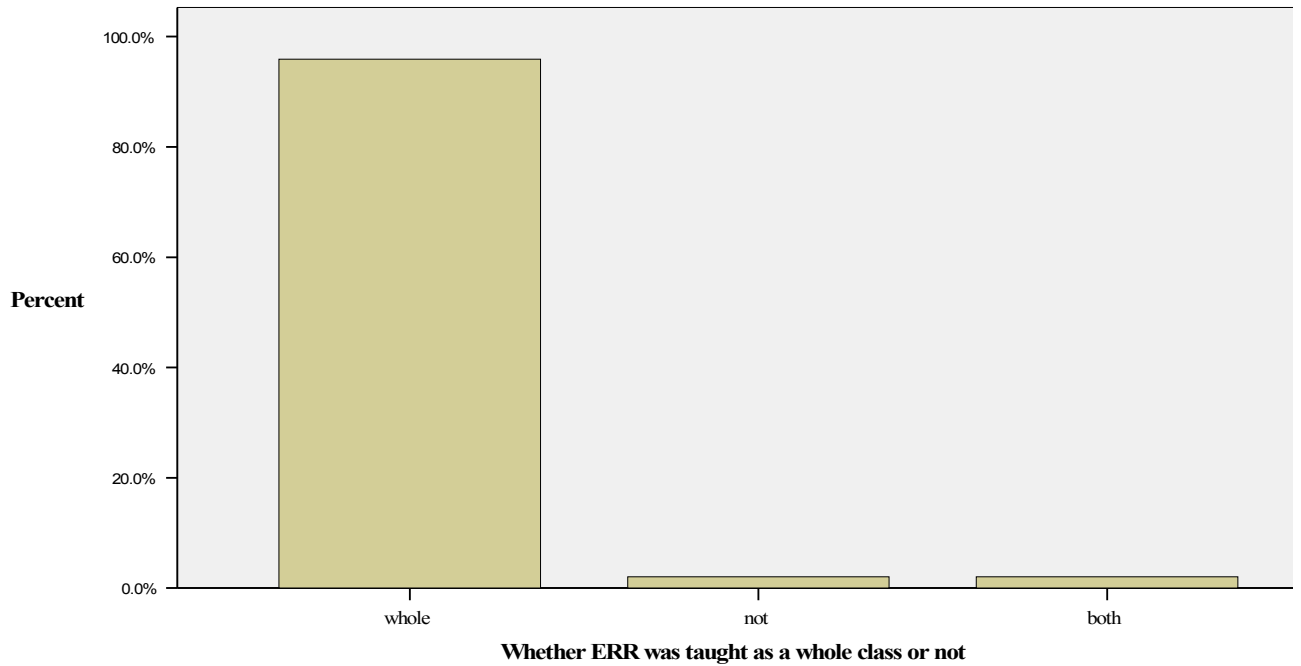


The majority of teachers (28.6% or 13) stated various initiatives; 12 teachers (24.5%) didn't specify any initiatives; 7 teachers (14.3%) said RR; 6 teachers (12.2%) said various phonic spelling schemes including Jolly Phonics and Letter-land; 2 teachers (4.1%) said Collaborative Literacy Intervention Project (CLIP); 2 teachers (4.1%) said the National Curriculum Literacy Strategy; 2 teachers (4.1%) said Read Write Inc (RWI); 1 teacher (2%) said Guided Reading; 1 teacher (2%) said Toe by Toe; 1 teacher (2%) said Teaching Handwriting, Reading and Spelling Strategies (THRASS) and one teacher (2%) identified Progression in Phonics (PIPs) to be a valuable initiative to teach reading.

Section B: Implementation.

Graph 4: Question b.1.

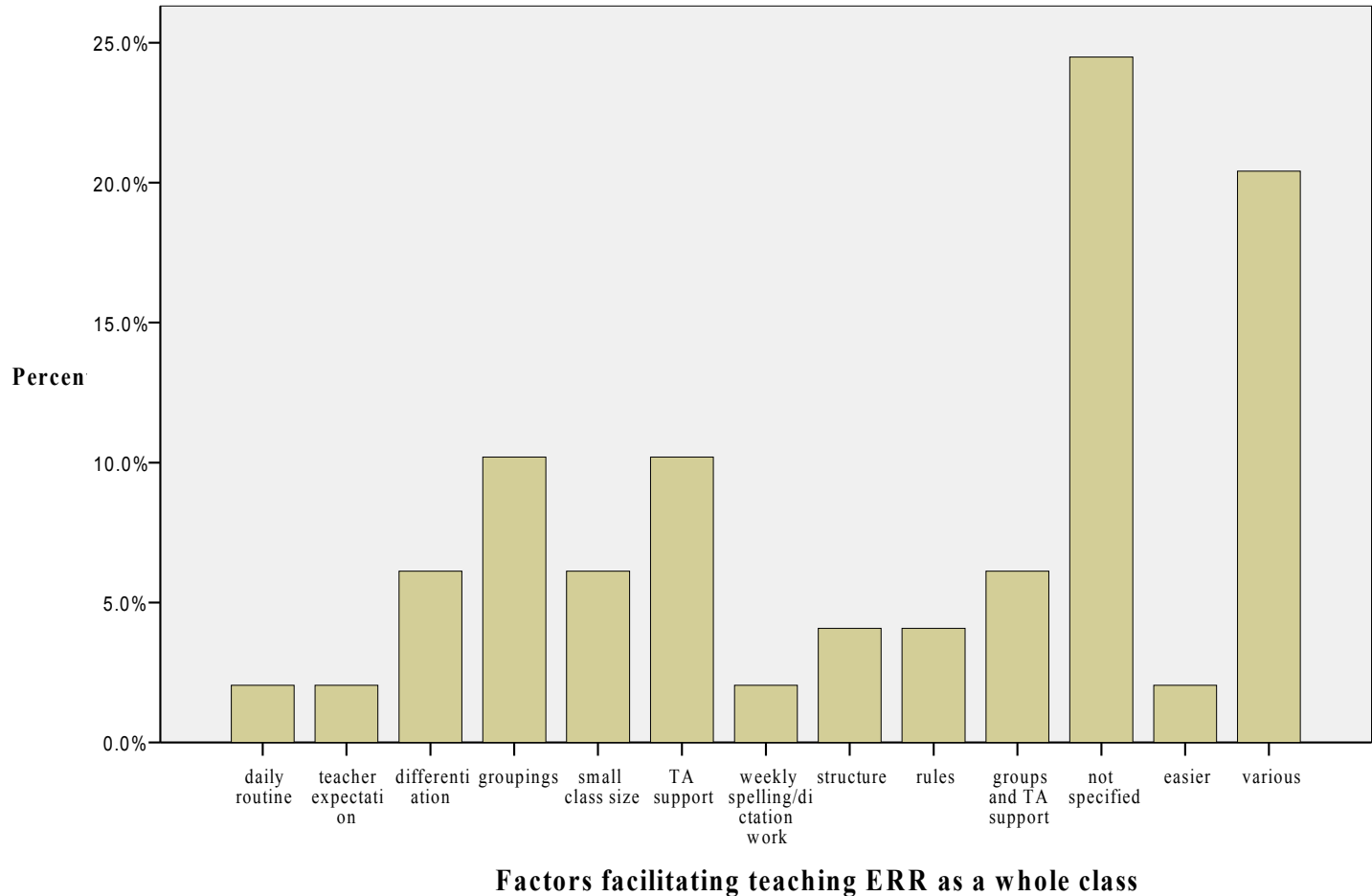
Graph 4 below shows the percentage of teachers who said that they teach ERR as a whole class.



The majority of teachers (95.9% or 47) said that they do teach ERR as a whole class; one teacher (2%) said he/she doesn't and one teacher (2%) said he/she teaches ERR both as a whole class and not as a whole class.

Graph 5: Question b.2.

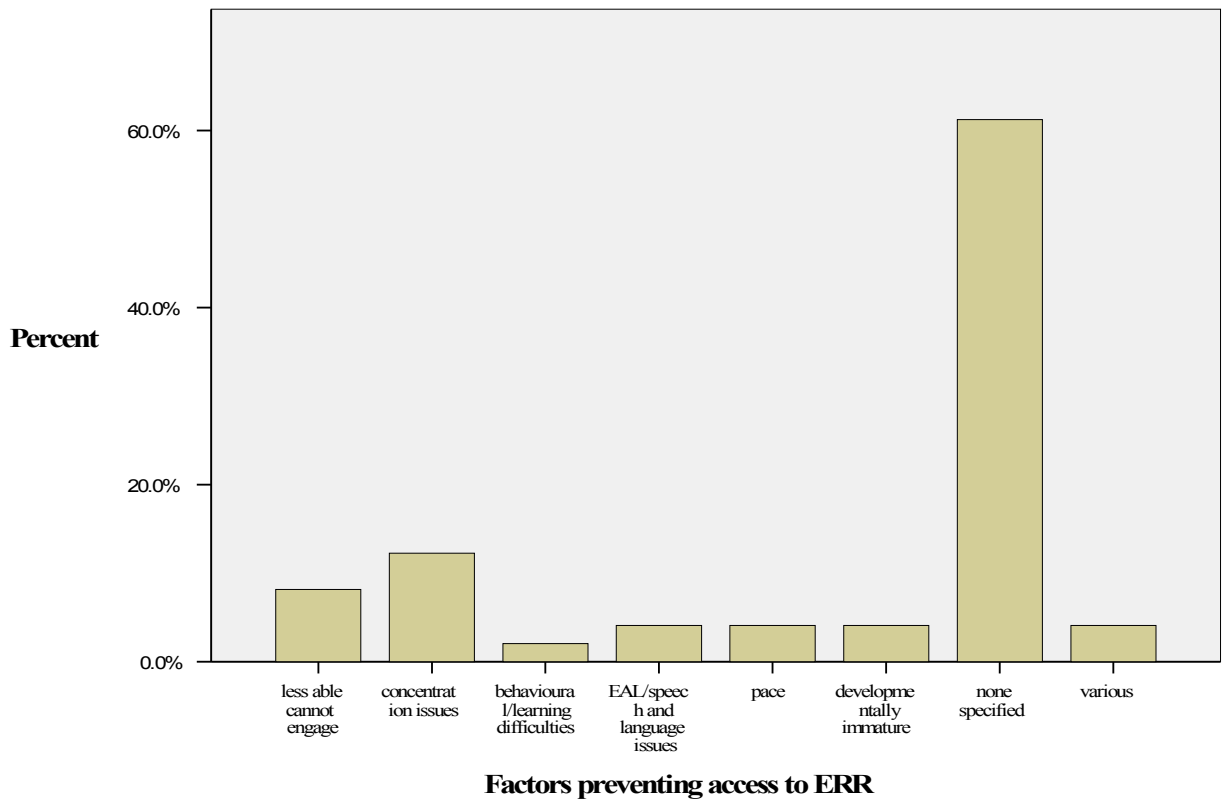
The bar graph below shows the factors teachers identified as facilitating teaching ERR as a whole class.



The majority of teachers (24.5 % or 12) didn't specify any factors; 10 teachers (20.4 %) said various factors; 5 teachers (10.2%) said groupings; 5 teachers (10.2%) said TA support; 3 teachers (6.1%) said differentiation; 3 teachers (6.1%) said small class sizes; 3 teachers (6.1%) said groups and TA support; 2 teachers (4.1%) said structure; 2 teachers (4.1%) said rules; 1 teachers (2%) said having a daily routine; 1 teacher (2%) said expectations as a teacher; 1 teacher (2%) said the weekly spelling/dictation work and 1 teacher (2%) said because it's easier to implement ERR as a whole class.

Graph 9: Question b.6.

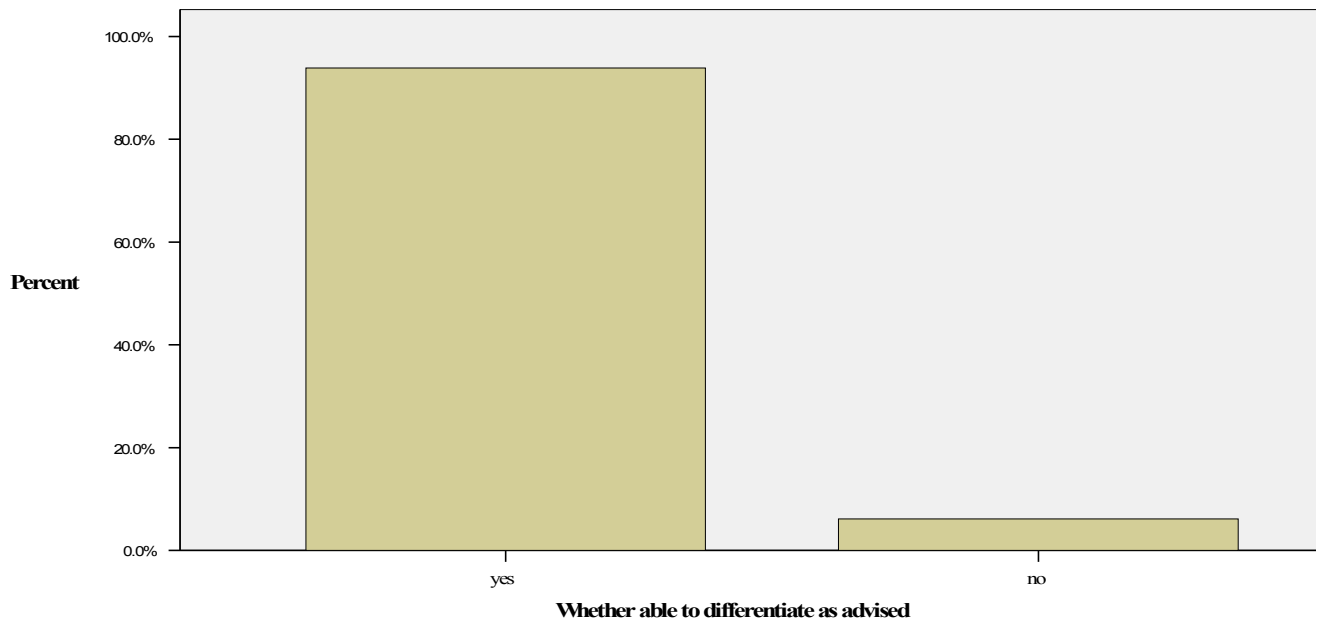
The graph below shows the factors teachers identified that prevent all children from accessing ERR.



The majority of teachers (30 or 61.2%) didn't specify any factors; 6 teachers (12.2%) said concentration issues; 4 teachers (8.2%) said less able children cannot concentrate; 2 teachers (4.1%) said behavioural/learning difficulties; 2 teachers (4.1%) said children with English as an additional language (EAL) or children with speech and language issues; 2 teachers (4.1%) said the pace of ERR; 2 teachers (4.1%) said children who are developmentally immature and 2 teachers (4.1%) said various factors prevent children's access to ERR.

Graph 10: Question b.7.

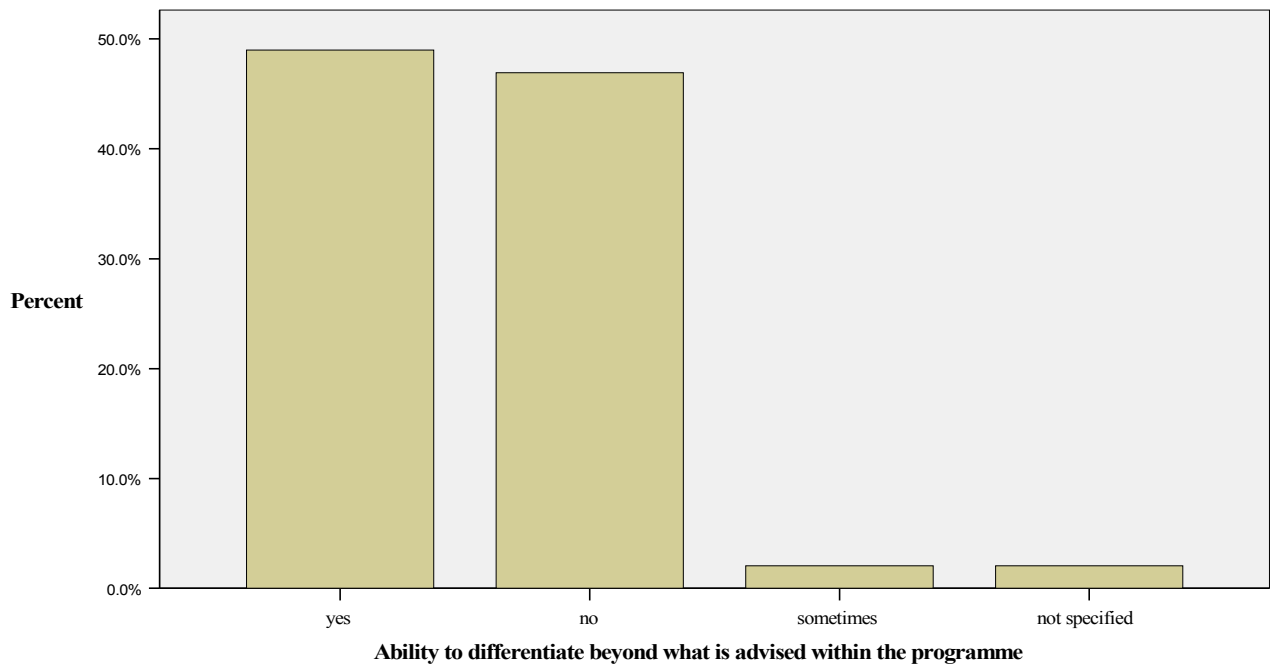
The graph below shows the percentage of teachers who said that they differentiate their teaching as advised within the ERR initiative.



The majority of teachers (93.9 % or 46) said that they do differentiate and 3 teachers (6.1 %) said that they don't differentiate their teaching as advised within the ERR initiative.

Graph 12: Question b.9.

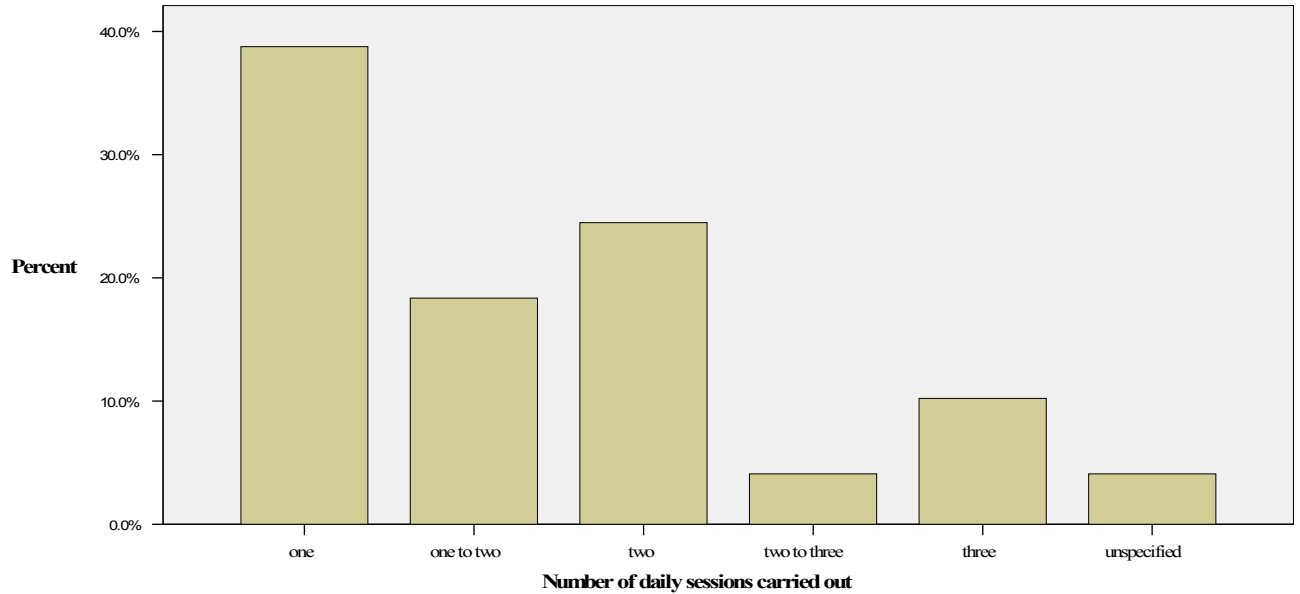
The graph below shows the percentage of teachers who said that they differentiate their teaching beyond what is advised within the ERR initiative.



Twenty-four teachers (49%) said that they do differentiate their teaching beyond what is advised within the ERR initiative; 23 teachers (46.9%) said that they don't; 1 teacher (2%) said sometimes and one teacher (2%) didn't specify whether he/she is teaching beyond what is advised within the ERR initiative or not.

Graph 14: Question b.11.

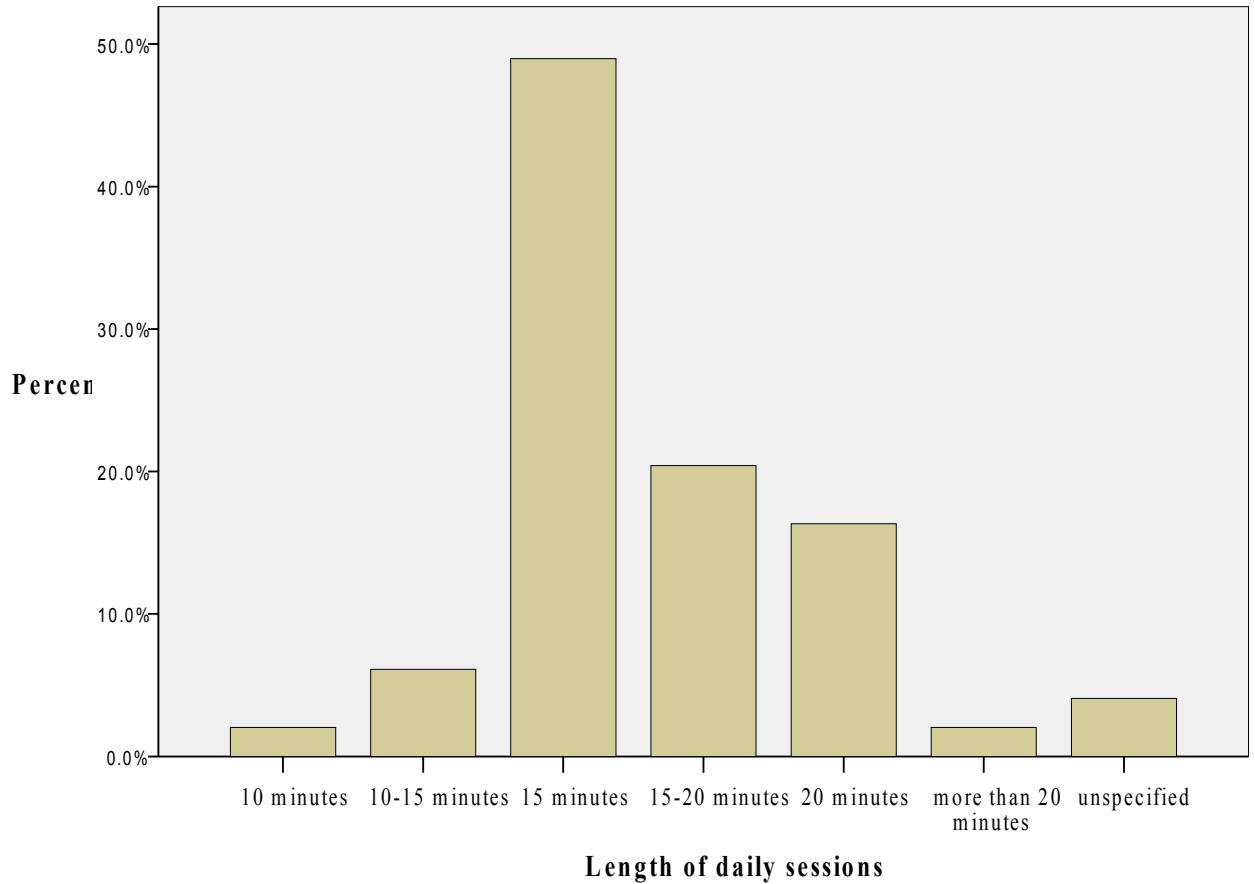
The graph below represents the number of daily ERR sessions teachers said they carry out.



The majority (38.8% or 19) of teachers said that they carry out one daily ERR session; 12 teachers (24.5%) carry out two; 9 teachers (18.4%) carry out one to two; 5 teachers (10.2%) carry out three; 2 teachers (4.1%) carry out two to three and 2 teachers (4.1%) didn't specify how many daily ERR sessions they carry out.

Graph 17: Question b.14.

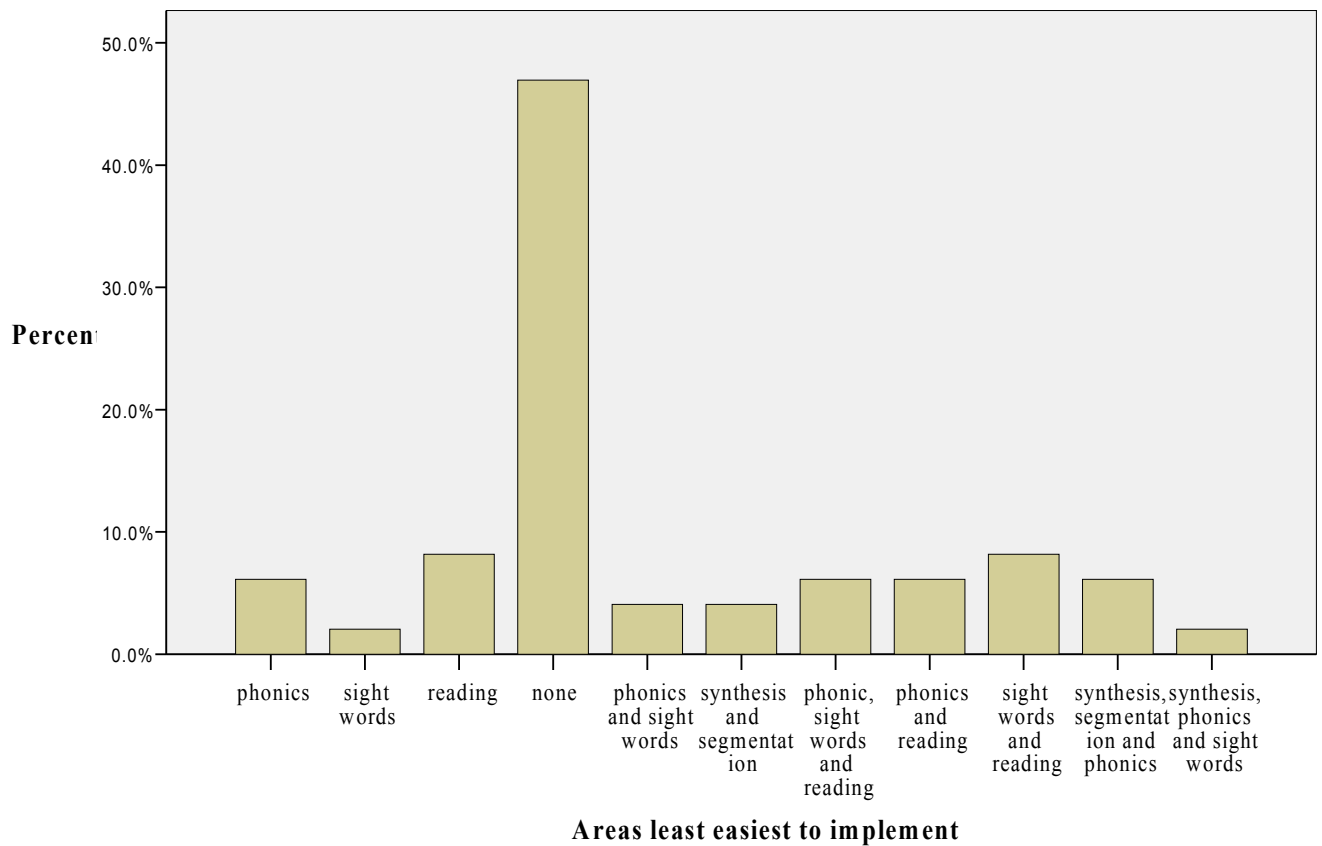
The graph below represents the proportion of time teachers said they spend on each daily ERR session.



As advised within the ERR initiative, the majority of teachers (49% or 24) said 15 minutes; 10 teachers (20.4%) said 15-20 minutes; 8 teachers (16.3%) spend 20 minutes; 3 teachers (6.1%) spend 10-15 minutes; 2 teachers (4.1%) didn't answer the question; 1 teacher (2%) said 10 minutes and 1 teacher (2%) said more than 20 minutes is spent on each daily ERR session.

Graph 19: Question b.16.

The graph below shows the specific aspects of the ERR program that teachers reported to be the most difficult to implement.

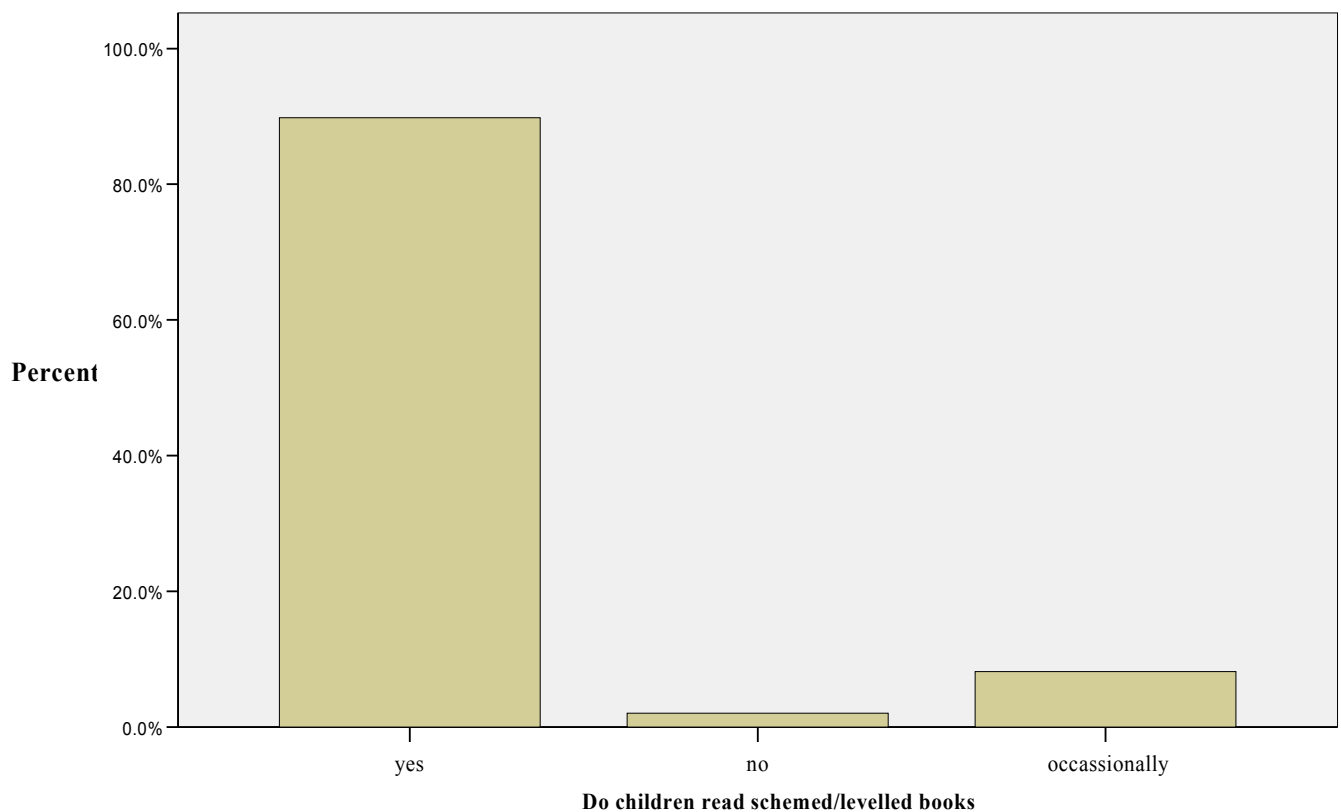


The majority of teachers (46.9% or 23) did not state any areas to be difficult to implement; 4 teachers (8.2%) said sight words and reading; 4 teachers (8.2%) said reading; 3 teachers (6.1%) said phonics; 3 teachers (6.1%) said phonics, sight words and reading; 3 teachers (6.1%) said phonics and reading; 3 teachers (6.1%) said phonics, synthesis and segmentation; 2 teachers (4.1%) said phonics and sight words; 2 teachers (4.1%) said synthesis and segmentation; 1 teacher (2%) said sight words; 1 teacher (2%) said synthesis, phonics and sight words were the least easiest area to implement.

Section C: Other components.

Graph 26: Question c.ii.5.

The graph below shows teachers' responses when asked if the children they teach read schemed or levelled books.

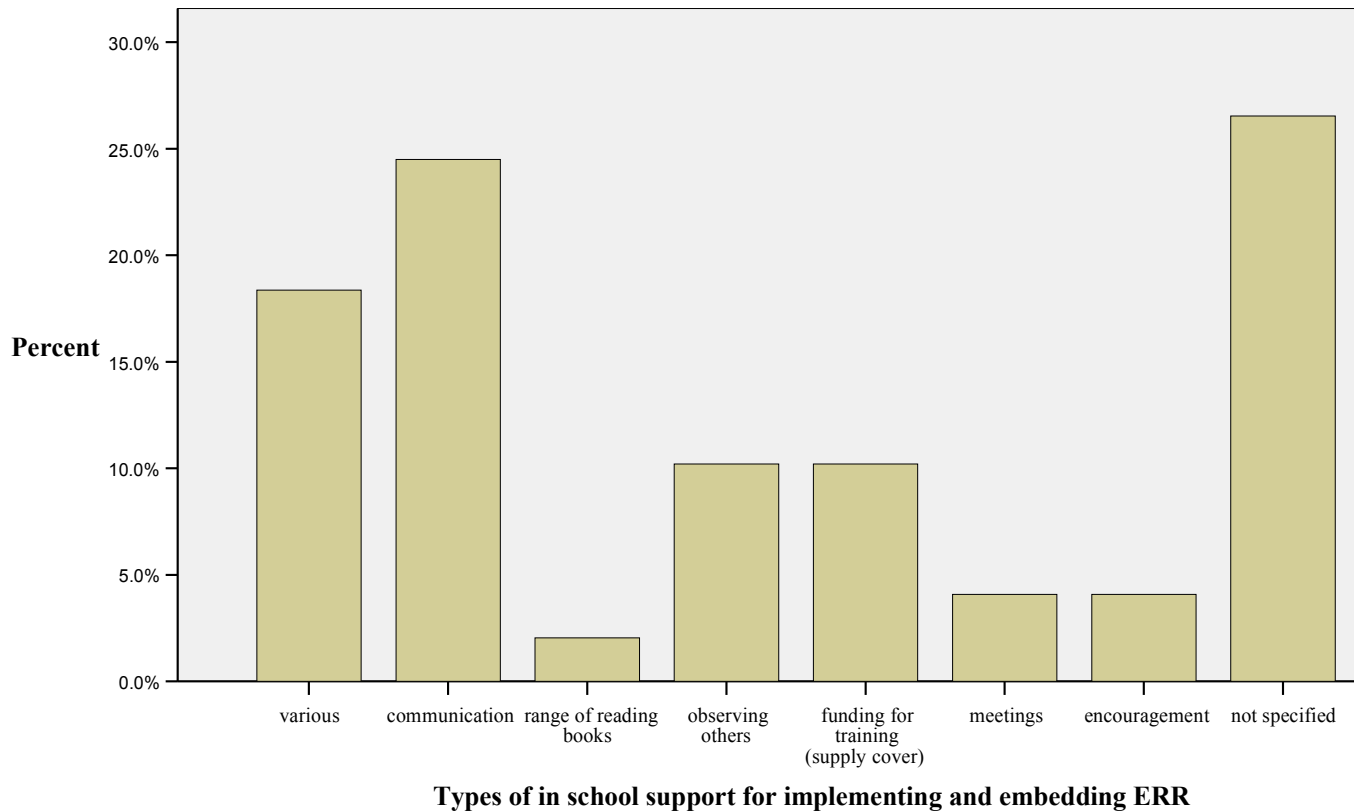


Most teachers said yes (89.8 % or 44); 4 teachers (8.2%) said occasionally and 1 teacher (2%) said no, the children they teach don't read schemed/levelled books.

Section D: Support.

Graph 27: Question d.i.1.

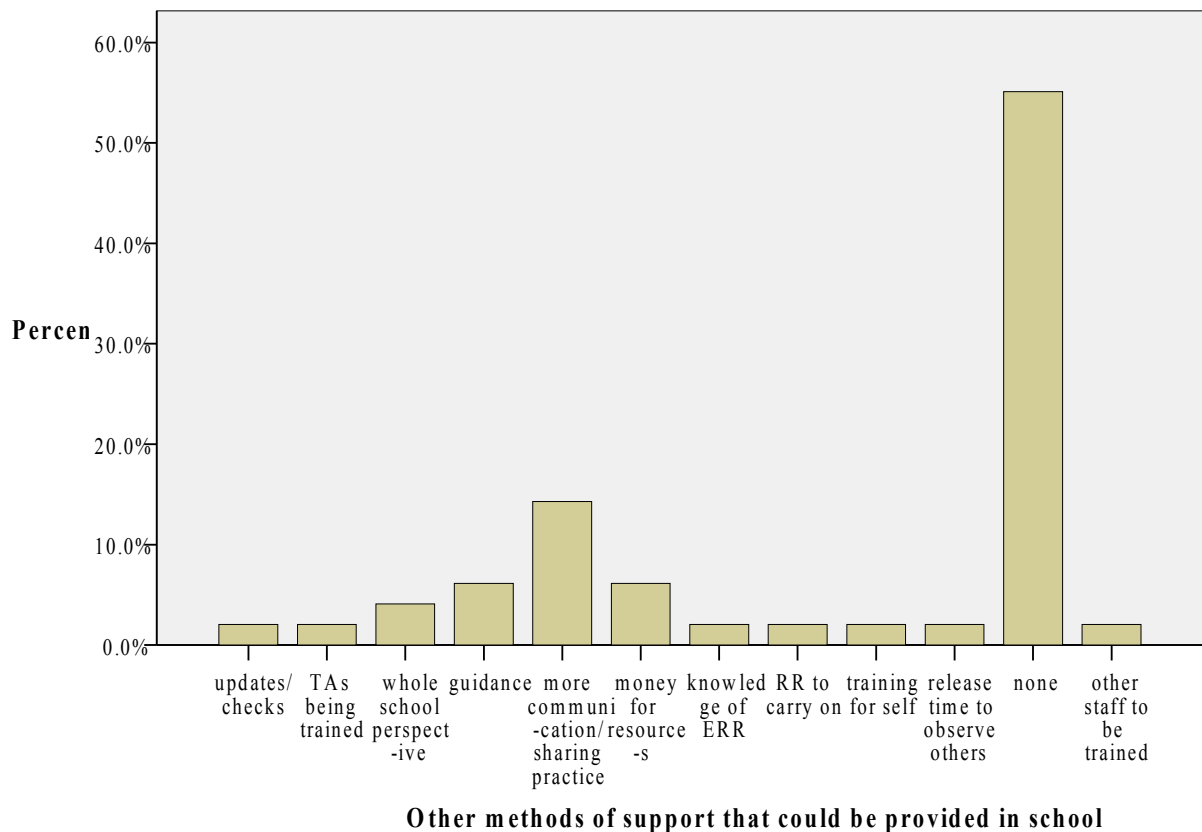
The graph below shows the types of in-school support teachers said they have for ERR.



Most teachers didn't specify (13 or 26.5%); 12 teachers (24.5 %) said communication; 9 teachers (18.4 %) listed various kinds of support; 5 teachers (10.2 %) said observing other teachers; 5 teachers (10.2 %) said funding for training or supply cover; 2 teachers (4.1%) said meetings; 2 teachers (4.1%) said encouragement; 1 teacher (2%) said having a range of reading books.

Graph 29: Question d.i.3.

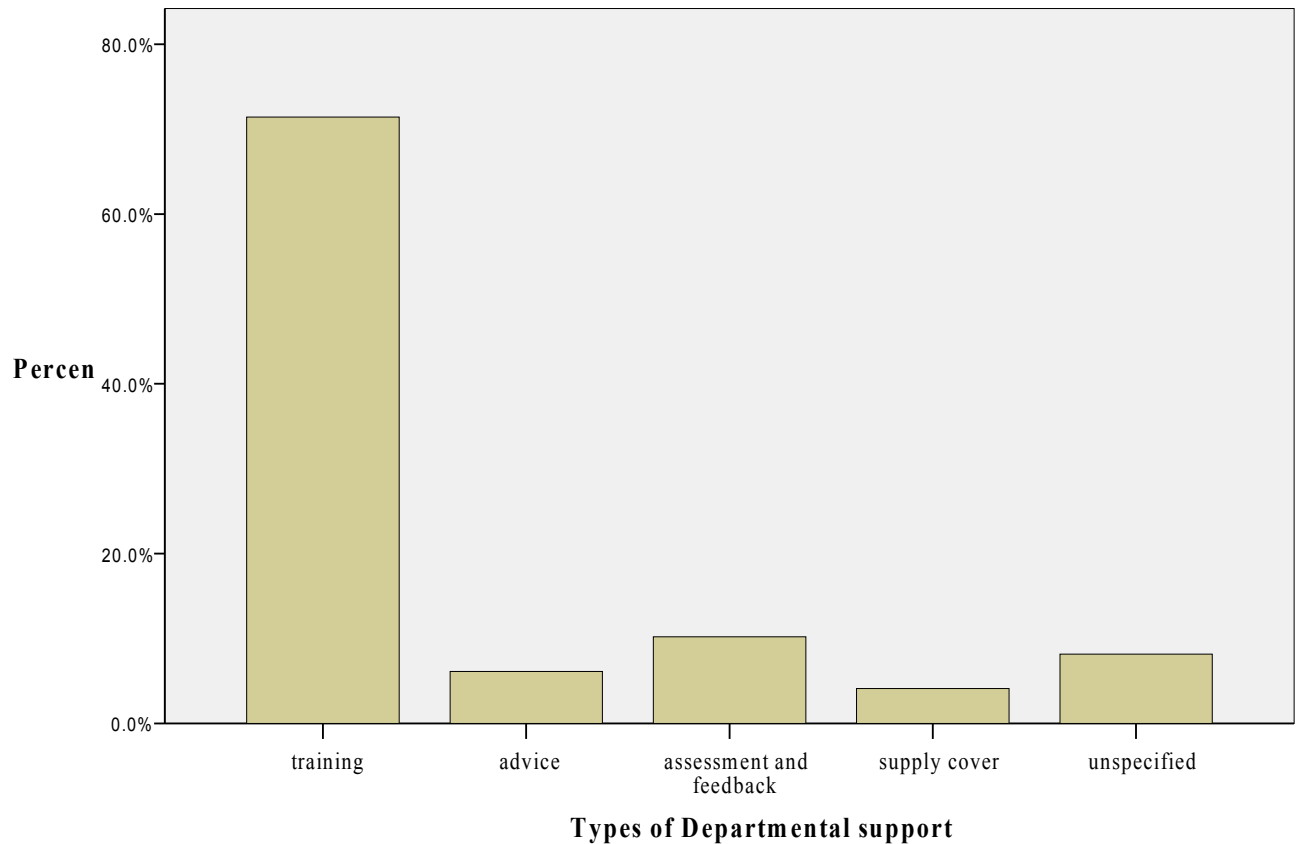
The graph below shows the methods of in-school support teachers identified that could be useful for ERR in the future.



The majority of teachers (55.1% or 27) didn't specify any other methods of support that could be useful; 7 teachers (14.3%) said more communication and sharing practice; 3 teachers (6.1%) said guidance; 3 teachers (6.1%) said money for resources; 2 teachers (4.1%) said a whole school perspective; 1 teacher (2%) said updates or checks; 1 teacher (2%) said TAs to be trained in ERR; 1 teacher (2%) said more knowledge about ERR; 1 teacher (2%) requested for RR to carry on; 1 teacher (2%) said personal training; 1 teacher (2%) asked for release time to observe others and 1 teacher (2%) requested for other staff to be trained in ERR.

Graph 30: Question d.ii.1.

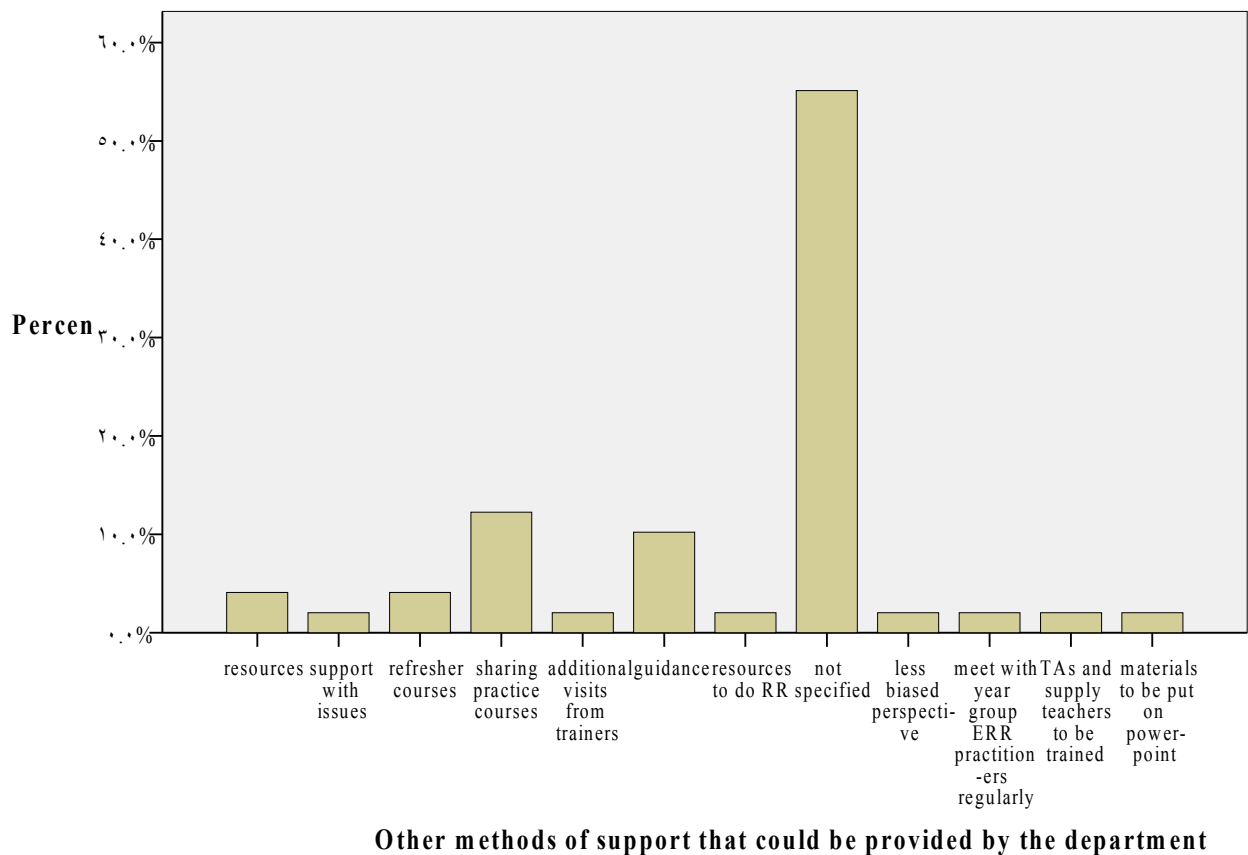
The graph below shows the types of Education Department support that teachers identified that they have had to support with ERR.



The majority of teachers (71.4% or 35) said training; 5 teachers (10.2%) said assessment and feedback; 4 teachers (8.2%) didn't specify; 3 teachers (6.1%) said advice and 2 teachers (4.1%) said supply cover.

Graph 31: Question d.ii.2.

The graph below represents teachers' responses to the types of Education Department support that would be helpful in the future to support ERR.

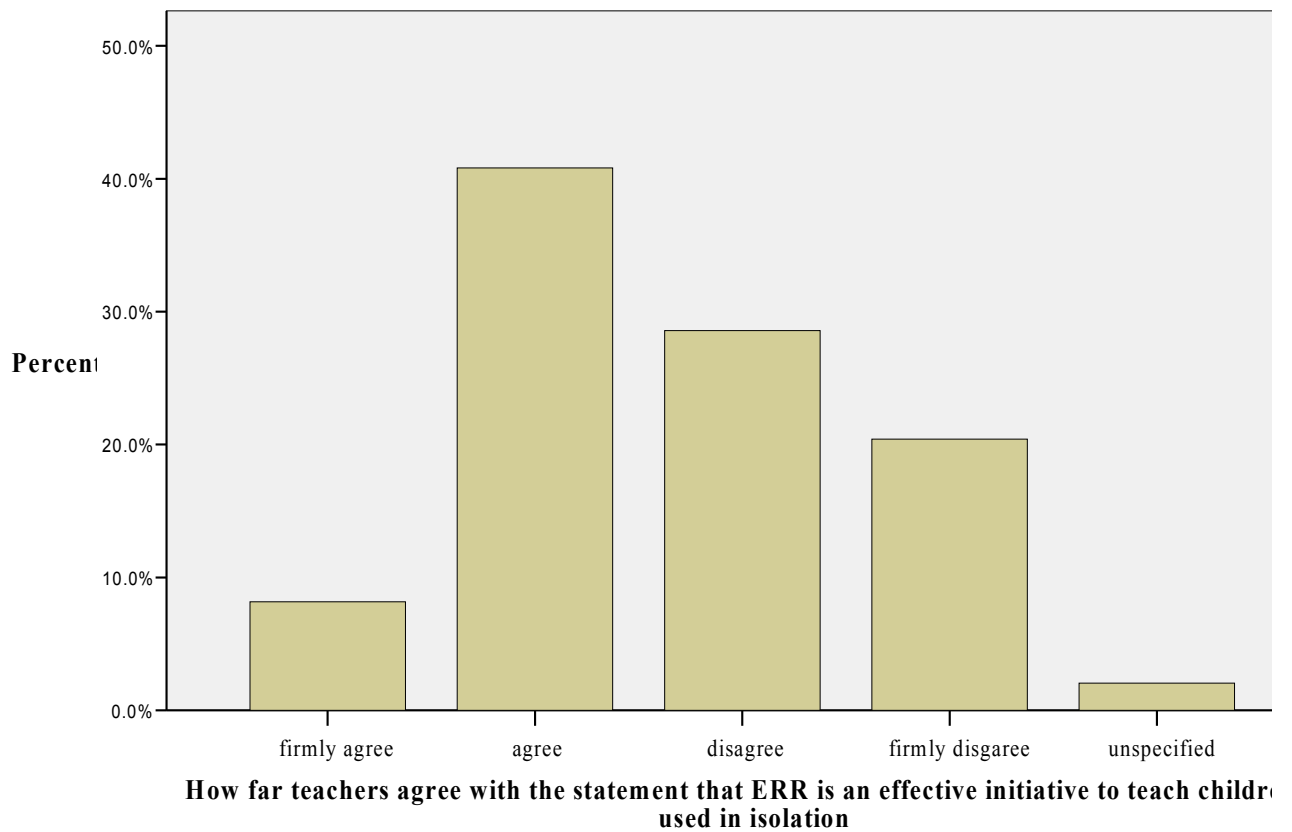


The majority of teachers (55.1% or 27) didn't specify anything; 6 teachers (12.2%) said sharing practice courses; 5 teachers (10.2 %) said further guidance; 2 teachers (4.1%) said resources; 2 teachers (4.1%) said refresher courses; 1 teacher (2%) said support with issues; 1 teacher (2%) said additional visits from trainers; 1 teacher (2%) said resources to do RR; 1 teacher (2%) asked for a less biased perspective on approaches to teaching reading; 1 teacher (2%) requested to meet with year group practitioners more regularly; 1 teacher (2%) asked for supply teachers and TAs to be trained and 1 teacher (2%) asked for materials to be put on power-point.

Section E: Views on ERR.

Graph 32: Question e.1.

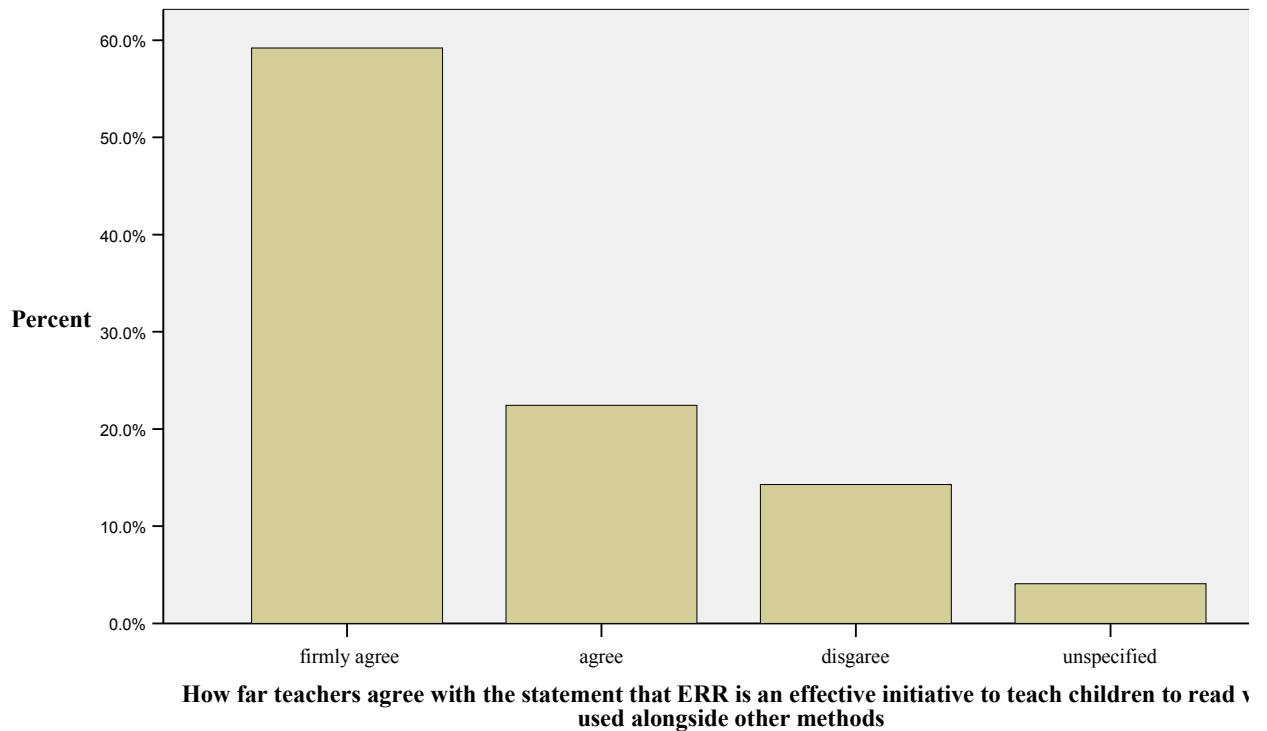
The graph below shows the level to which teachers agreed with the statement ‘ERR is an effective initiative to teach children to read when used in isolation’.



The majority of teachers (40.8% or 20) said that they agree; 14 teachers (28.6%) said that they disagree; 10 teachers (20.4%) firmly disagreed; 4 teachers (8.2%) said that they firmly agree; 1 teacher (2%) didn't specify a level of agreement with the statement.

Graph 33: Question e.2.

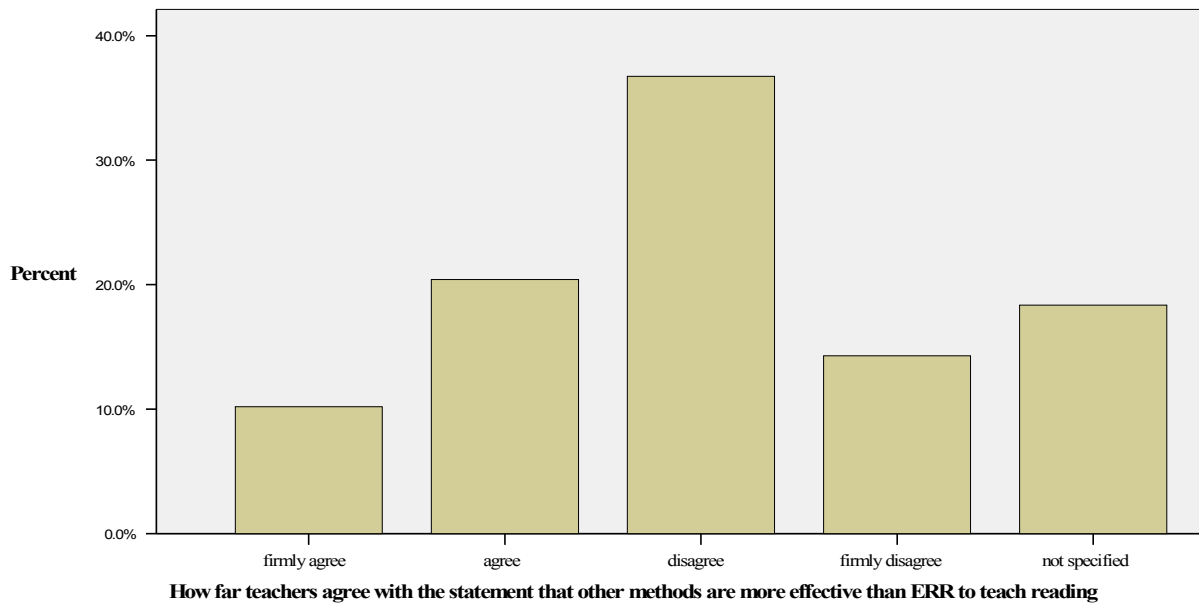
The graph below represents the level to which teachers agreed with the statement ‘ERR is an effective initiative to teach children to read when used alongside other methods’.



The majority of teachers (59.2 % or 29) said they firmly agree with the statement; 11 teachers (22.4%) said they agree; 7 teachers (14.3%) said they disagree; 2 teachers (4.1%) didn't specify whether they agree or not with the statement.

Graph 34: Question e.3.

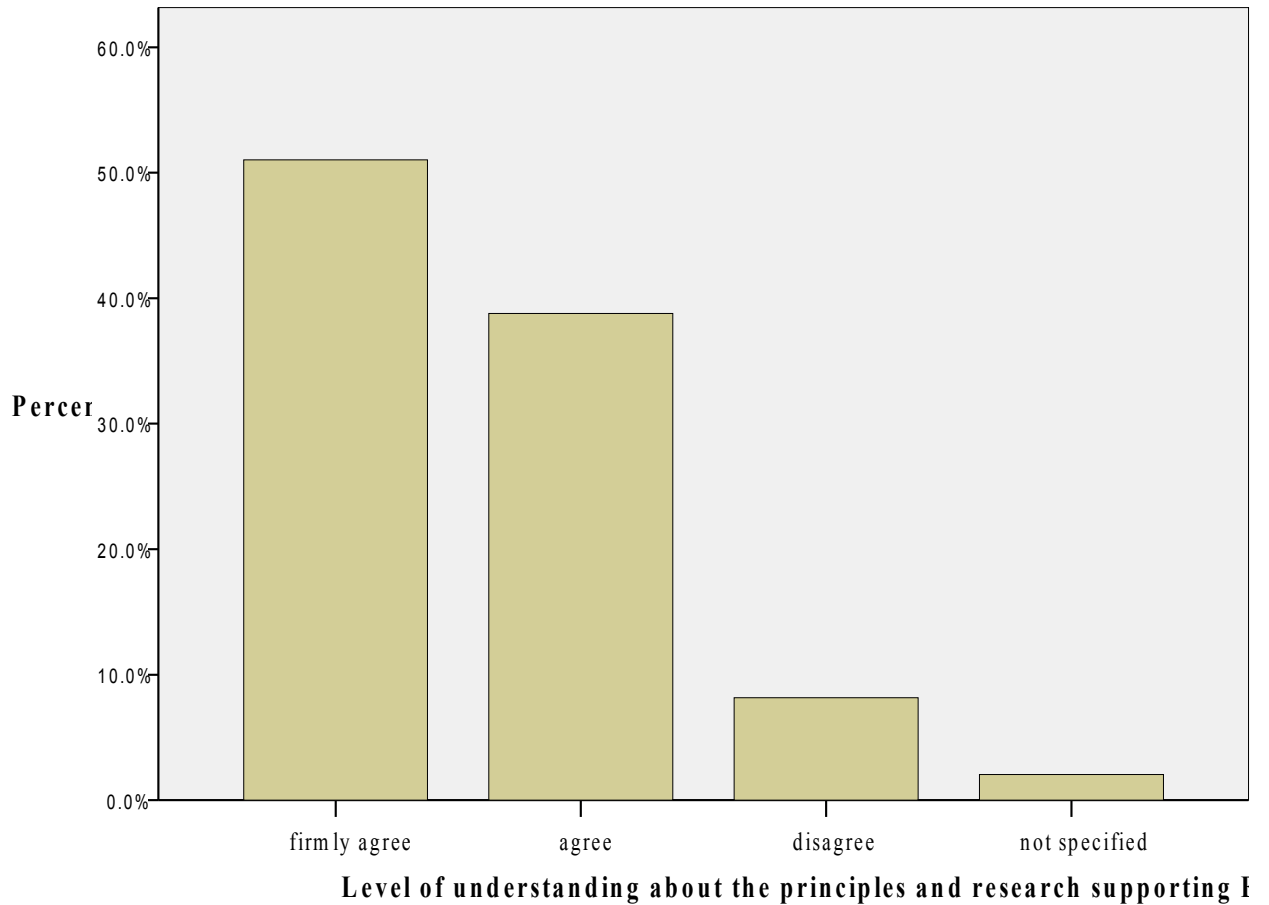
The graph below represents the degree to which teachers agreed with the statement ‘other methods are better than ERR to teach reading’.



The majority of teachers (36.7% or 18) disagreed with the statement; 10 teachers (20.4%) agreed; 9 teachers (18.4%) didn't specify; 7 teachers (14.3%) firmly disagreed and 5 teachers (10.2%) firmly agreed with the statement.

Graph 35: Question e.4.

The graph below shows teachers level of agreement with the statement ‘I understand the principles and research supporting ERR’.



The majority of teachers (51% or 25) firmly agreed that they understand the principles and research supporting ERR; 19 (38.8%) agreed; 4 teachers (8.2%) disagreed and 1 teacher (2%) didn't answer the question.

2. Statistical Analysis:

Research Question 1:

The Kruskal-Wallis test was used to explore whether or not there was a relationship between teachers' levels of experience in teaching and their views about ERR.

The number of years teachers have taught for and their level of agreement with the statement 'ERR is an effective initiative to teach children to read when used in isolation' were compared. The results shows that there is not a significant relationship between the number of years teachers have taught for and their level of agreement with the statement 'ERR is an effective initiative to teach children to read when used in isolation': $\chi^2 (3, N=49) = 6.07, p > 0.05$.

The Kruskal-Wallis test was used to compare the number of years teachers have taught for and teachers' level of agreement with the statement 'ERR is an effective initiative to teach children to read when used alongside other methods'. The results showed that there is not a significant relationship between the number of years teachers have taught for and the level of agreement teachers had with the statement 'ERR is an effective initiative to teach children to read when used alongside other methods': $\chi^2 (2, N=49) = 0.17, p > 0.05$.

The Kruskal-Wallis test was used to compare the numbers of years teachers have taught for and teachers' level of agreement with the statement 'other methods are more effective than ERR to teach children to read'. The results shows that there is not a significant relationship between the number of years teachers have taught for and the level of agreement teachers had with the

statement ‘other methods are more effective than ERR to teach children to read’: $\chi^2 (3, N=49) = 1.91, p > 0.05$.

Research Question 2:

The Kruskal-Wallis test was used to explore if there is a relationship between teachers’ levels of experience in teaching and other initiatives that teachers mentioned to be valuable to teach reading. The number of year’s teachers had taught for, and initiatives that were identified to be valuable to teach reading were compared. The results showed that there is a statistically significant effect in the number of years teachers have been teaching and the amount and types of initiatives teachers have used in the past to teach reading: $\chi^2 (10, N=49) = 23.74, p < 0.05$.

An inspection of the mean ranks of the initiatives shows that CLIP had the highest ranking that corresponds to the highest number of years teachers have taught for. This was followed by RR; various phonic schemes (including Jolly Phonics and Letter land) and the National Curriculum Literacy Strategy; THRASS; Guided Reading; PIPs; RWI and Toe by Toe.

Research Question 3:

Chi-Squared was used to explore whether there is a significant relationship between teachers’ levels of understanding about the principles and research supporting ERR and how ERR is implemented. The number of daily ERR sessions teachers carry out and teachers’ levels of understanding about the research and principles supporting ERR were compared. The results showed that 21 cells (87.5%) had an expected count of less than 5, which means that the assumptions of Chi-Square were violated. There was no significant relationship between the

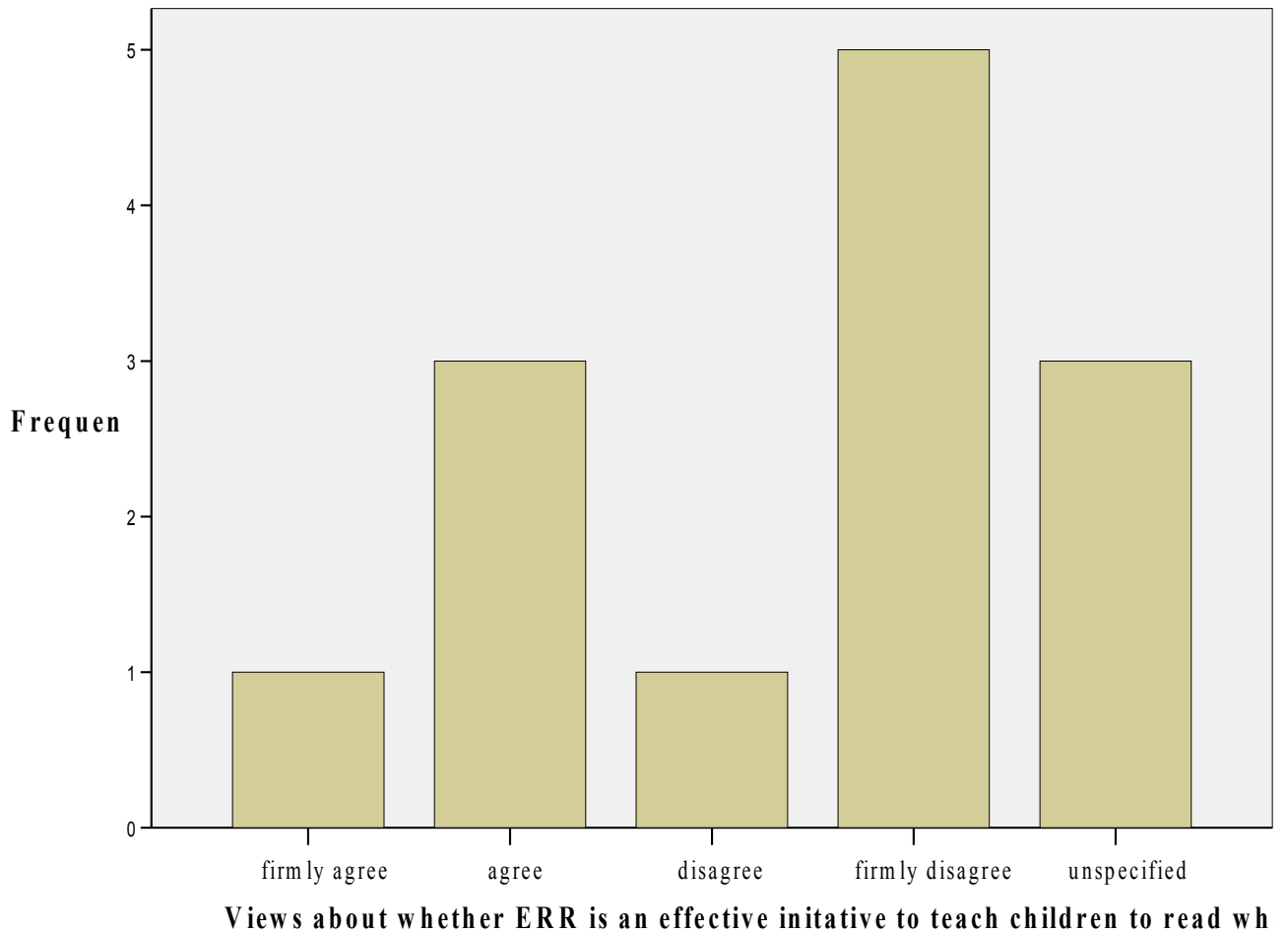
number of daily sessions teachers carry out and the levels of understanding teachers have about the research and principles supporting ERR. The levels of understanding a teacher had about the research and principles supporting ERR did not affect the number of sessions carried out: χ^2 (15, N=49) = 16.69, $p > 0.05$.

3. Headteachers' outcomes:

Section B: Views on ERR.

Graph 36: Question b.1.

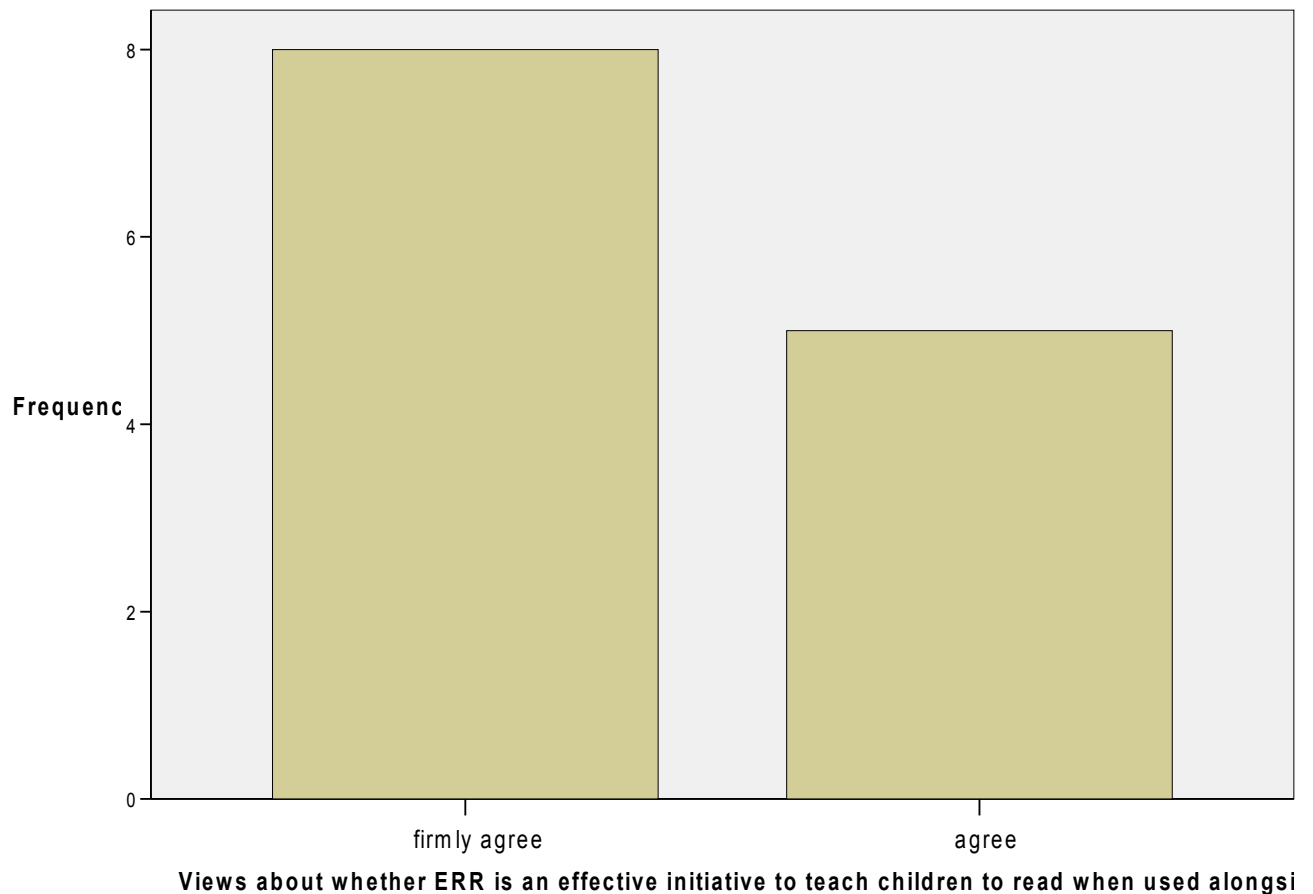
The graph below represents Headteachers' level of agreement with the statement 'ERR is an effective initiative to teach children to read when used in isolation'.



The majority (5) of Headteachers firmly disagreed that ERR is an effective initiative to teach children to read when used in isolation; 3 Headteachers agreed; 3 didn't give their views; 1 firmly agreed and 1 Headteacher disagreed.

Graph 37: Question b.2.

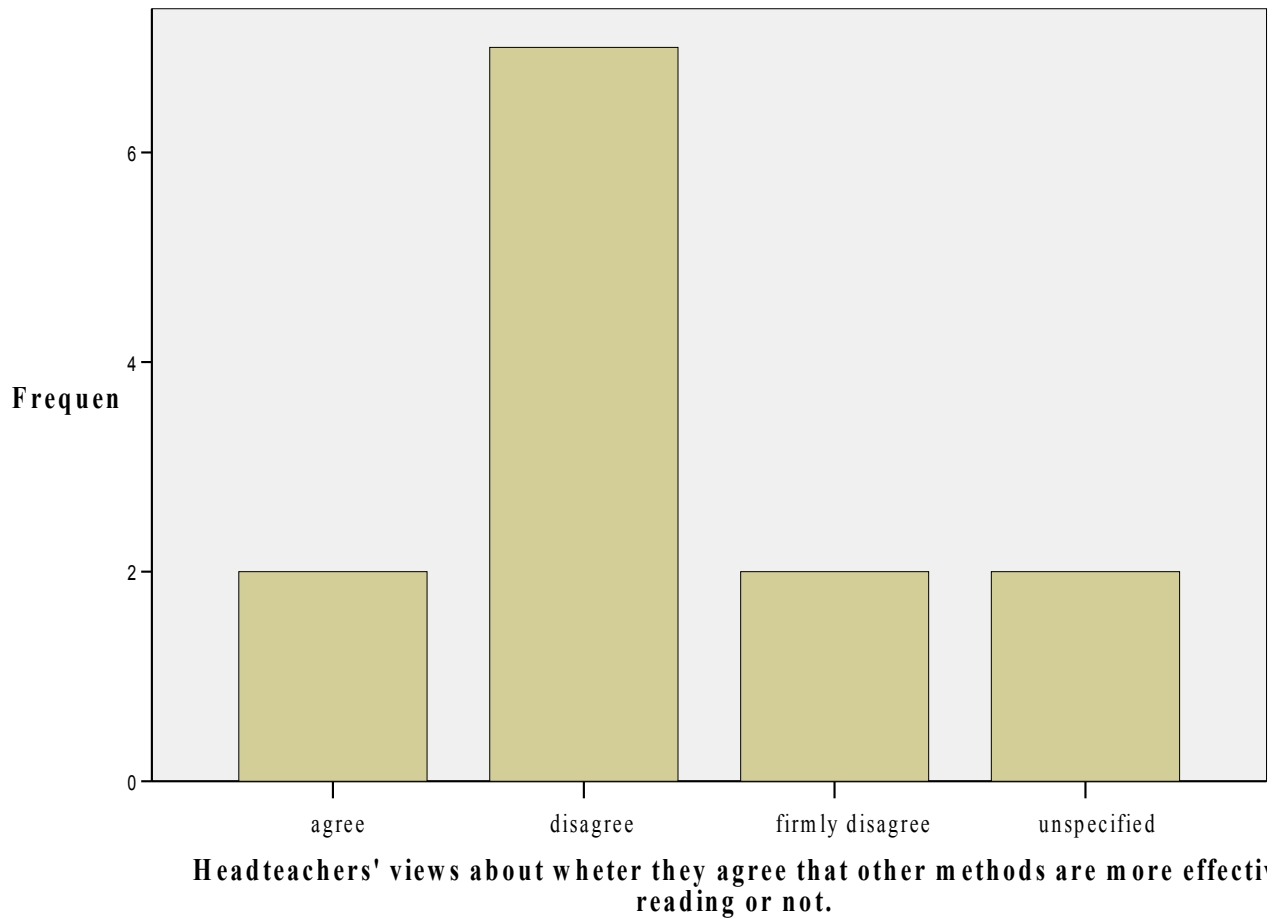
The graph below represents Headteachers' level of agreement with the statement 'ERR is an effective initiative to teach children to read when used alongside other methods'.



The majority (8) of Headteachers firmly agreed that ERR is an effective initiative to teach children to read when used alongside other methods. The other 5 Headteachers agreed that ERR is an effective initiative to teach children to read when used alongside other methods.

Graph 38: Question b.3.

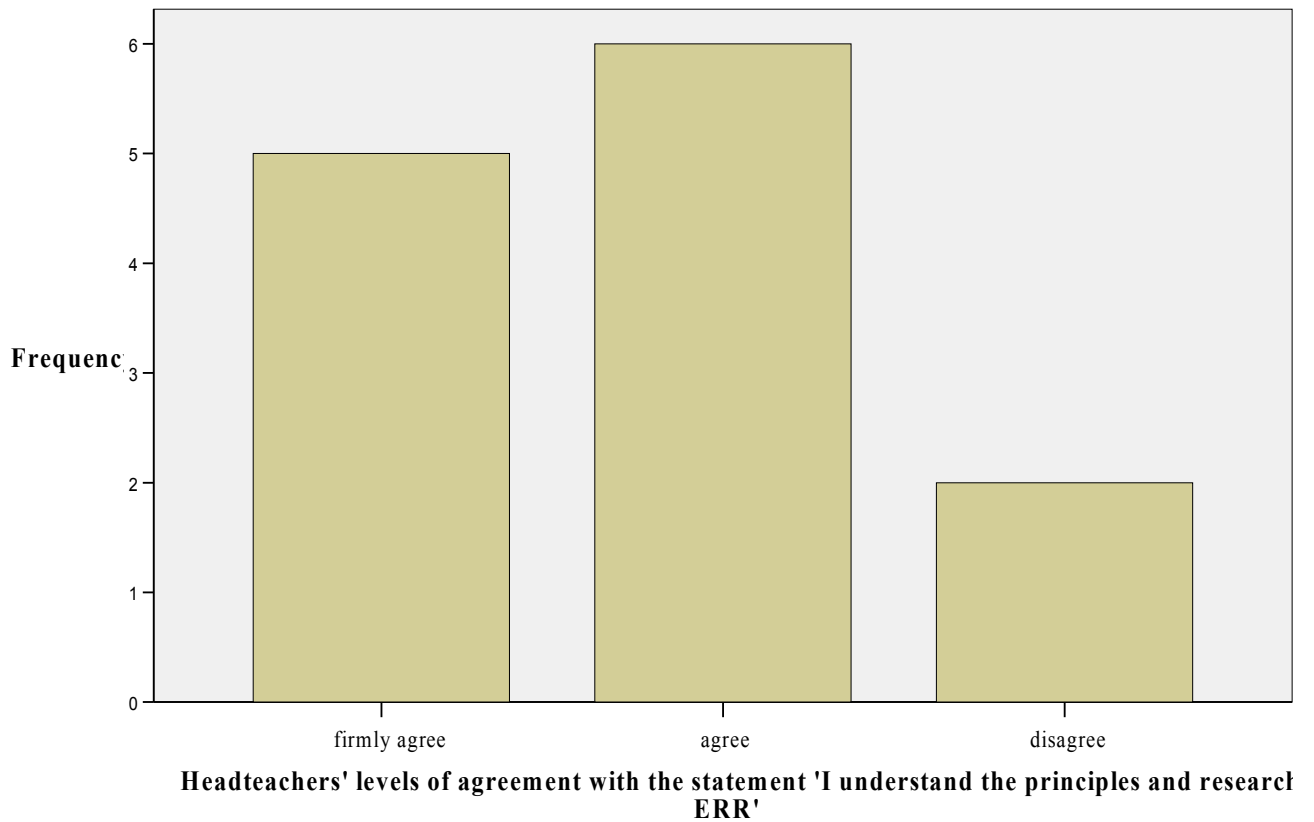
The graph below represents Headteachers' levels of agreement with the statement 'other methods are more effective than ERR to teach children to read'.



The majority (7) of Headteachers disagreed that other methods are more effective than ERR to teach children to read; 2 Headteachers agreed; 2 Headteachers firmly disagreed and the remaining 2 Headteachers did not answer the question.

Graph 39: Question b.4.

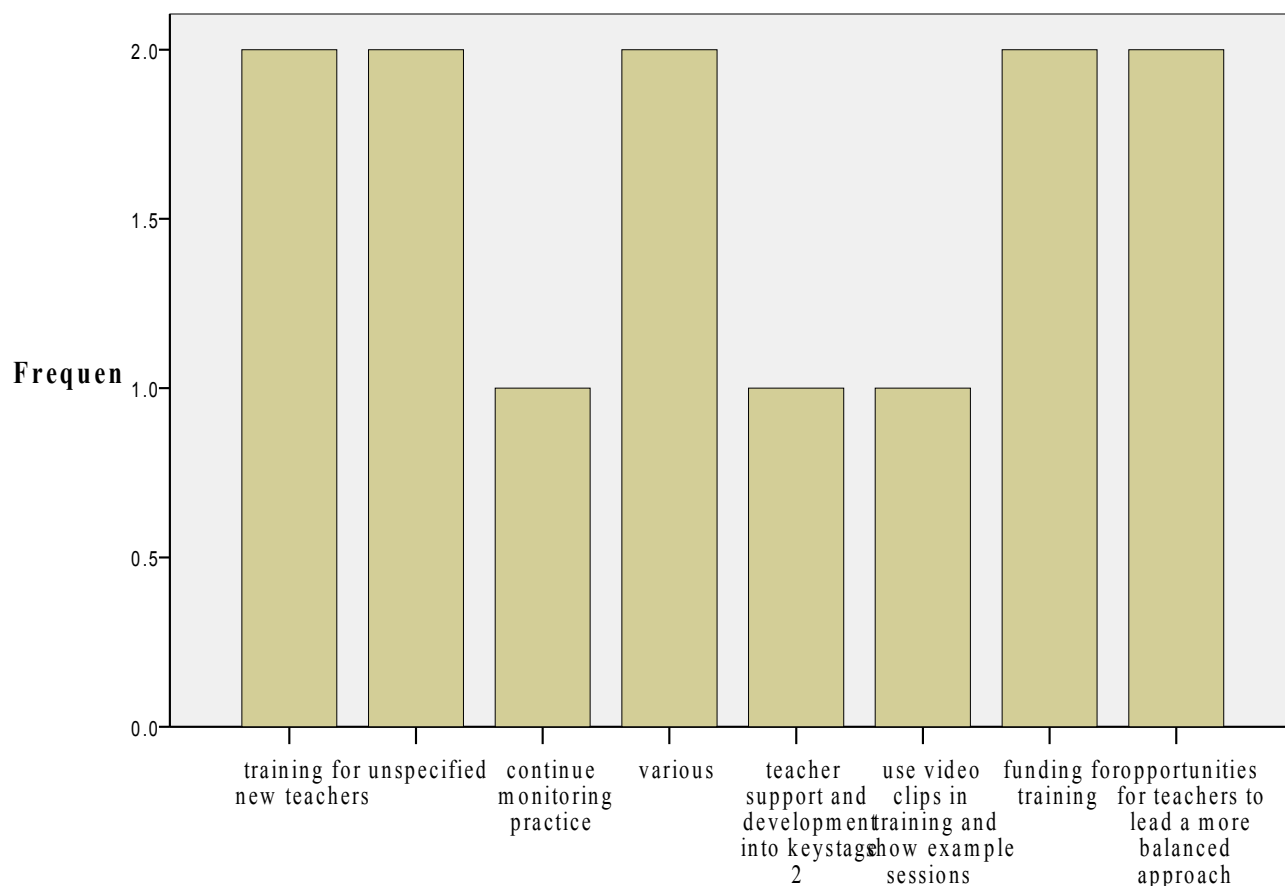
The graph below shows Headteachers' levels of agreement with the statement 'I understand the principles and research supporting ERR'.



The majority of Headteachers (6) agreed with the statement; 5 Headteachers firmly agreed and the remaining 2 Headteachers disagreed with the statement.

Graph 40:

The graph below represents Headteachers' views about how the Education Department could support with ERR in the future.



How the Education Department can best support the implementation of ERF

Two Headteachers thought training for new teachers would be helpful; 2 expressed various ideas; 2 said funding for training; 2 said opportunities for teachers to adopt a more balanced approach drawing on ERR and other methods; 1 Headteacher stipulated teacher support and development into key-stage 2; 1 thought continuing to monitor practice; 1 Headteacher said using video clips in training would be the best way that the Education Department could best support with ERR in the future.

Comparing Headteachers' and teachers' views:

The responses to questions that both Headteachers and teachers answered were compared and statistical analyses were carried out to check if there were any significant relationships between the

data. To begin with, a brief summary of the descriptive statistics will be outlined and then the outcomes of statistical analyses will be described.

Views on ERR:

1) Headteachers were asked in question b.1 and class teachers were asked in question e.1: on a scale of 1-4, how far do you agree that: 'ERR is an effective initiative to teach children to read when used in isolation'.

Out of the total 10 Headteachers who responded to the question, 3/5ths either disagreed or firmly disagreed and 2/5ths either agreed or firmly agreed that ERR is an effective initiative to teach children to read when used in isolation. Out of the total 48 class teachers who responded to the question, half either agreed or firmly agreed and half either disagreed or firmly disagreed that ERR is an effective initiative to teach children to read when used in isolation.

Summary:

There is an overall difference in Headteachers' and class teachers' views. Headteachers swayed more towards disagreeing and class teachers showed relatively balanced opinions about the level of agreement they had with the statement 'ERR is an effective initiative to teach children to read when used in isolation'. Chi-Squared test for independence was used to see if these differences were statistically significant or not. The results showed that 10 cells (100%) had an expected count of less than 5 which means that the assumptions of Chi-Square have been violated. There was not a significant difference between Headteachers' and class teachers' views about their level of

agreement with the statement ‘ERR is an effective initiative to teach children to read when used in isolation’: $\chi^2 (4, N=13) = 5.49, p > 0.05$.

2) Headteachers were asked in question b.2 of their questionnaire and class teachers were asked in question e.2 of their questionnaire: On a scale of 1-4, how far do you agree that: ‘ERR is an effective initiative to teach children to read when used alongside other methods’.

All Headteachers either agreed or firmly agreed that ERR is an effective initiative to teach children to read when used alongside other methods. This is consistent with the results of the previous question where the majority of Headteachers either disagreed or firmly disagreed that ERR is an effective initiative to teach in isolation. Most class teachers (40 out of the total 49) either firmly agreed or agreed that ERR is an effective initiative when used alongside other methods.

Summary:

Comparing the results shows that both Headteachers’ and class teachers’ views are consistent with each other. To check if there is a statistically significant relationship between the 2 data sets, the Chi-Squared test for independence was used. The results showed that 8 cells (100%) have an expected count of less than 5 which means that the assumptions of Chi-Square have been violated. The result was not significant and therefore there is not a statistically significant relationship between Headteachers’ and class teachers’ level of agreement with the statement ‘ERR is an effective initiative to teach children to read when used alongside other methods’: $\chi^2 (3, N=13) = 5.01, p > 0.05$.

3) Headteachers were asked in question b.3 of their questionnaire and class teachers were asked in question e.3 of their questionnaire: On a scale of 1-4, how far do you agree that: 'Other methods are more effective than ERR to teach children to read'.

Nine out of the total 11 Headteachers either disagreed or firmly disagreed that other methods are more effective than ERR to teach children to read. Twenty-five teachers out of the total 40 who responded either disagreed or firmly disagreed that other methods are more effective than ERR to teach children to read.

Summary:

Headteachers' and class teachers' views are consistent with each other. To check if there is a statistically significant relationship between teachers and Headteachers views, the Chi-Square test for independence was used. The results showed that 20 cells (100%) have an expected count of less than 5 which means that the assumptions of Chi-Square have been violated. The result was not significant therefore there is not a significant relationship between Headteachers' and class teachers' views about their level of agreement that other methods are more effective than ERR to teach children to read: $\chi^2 (12, N=13) = 16.6, p > 0.05$.

4) Headteachers were asked in question b.4 of their questionnaire and class teachers were asked in question e.4 in their questionnaire: On a scale of 1-4, how far do you agree with: 'I understand the principles and research supporting ERR'. The majority of Headteachers (11 out of 13) either agreed or firmly agreed and forty-four out the total 47 class teachers who responded either firmly agreed or agreed that they understand the principles and research supporting ERR.

Summary:

The majority of both Headteachers and class teachers either agreed or firmly agreed that they understand the principles and research supporting ERR. To check whether there was a statistically significant relationship or not, the Chi-Square test for independence was used. The results showed that 12 cells (100%) had an expected count of less than 5 which means that the assumptions of Chi-Square were violated. The result was not significant and therefore there is not a significant relationship between Headteachers' and class teachers' level of agreement about understanding the principles and research supporting ERR: $\chi^2 (6, N=13) = 3.27, p > 0.05$.

Discussion:

The discussion will begin by summarising each section of the results. Each area will be considered in relation to the research aims and questions and then linked to the literature. The following section of the discussion will centre on the methodology and finally, considerations for future research will be regarded.

Section A:

Section A focused on teachers' levels of experience in teaching and in using literacy initiatives and approaches. Teachers had varying amounts of experience within teaching. Teachers' levels of experience teaching ERR ranged from half a year to 6 years. Many initiatives and approaches were identified by teachers to be valuable in teaching reading. There was a significant relationship between teachers' levels of experience in teaching and initiatives that teachers found to be valuable. Teachers with more experience cited CLIP to be the most valuable in the teaching of reading. This was followed by RR, various phonic schemes (including Jolly Phonics and Letter land), the National Curriculum Literacy Strategy, THRASS, guided reading, PIPs, RWI and Toe by Toe.

Section B:

Section B focused on the technical aspects of implementing ERR in the ways suggested by the research. This includes teaching ERR as a whole class with differentiation within whole class teaching and the reading of real books (see appendix I for further details).

Whole class teaching:

Most teachers (47) said that they do teach ERR as a whole class. Four teachers said that ERR is taught in small groups. Groupings, TA support, differentiation, small class size, structure, rules, daily routine, teachers' expectations, the weekly spelling/dictation work and the ease to implement ERR as a whole class were noted by teachers to facilitate teaching ERR as a whole class.

Access to ERR:

The majority of teachers (31) said all children could access ERR. Seventeen teachers said not all children could access ERR. Factors which teachers identified to facilitate children's access to ERR included differentiation, modelling, TA support, seating structure, groupings, familiarity with the initiative and practice and the early implementation of spelling and reading strategies. Factors which teachers identified to prevent children's access to ERR included concentration issues, behavioural/learning difficulties, children with English as an additional language (EAL) or speech and language issues, the pace of ERR and children who are 'developmentally immature'.

Differentiation:

The majority of teachers (46) said that they do differentiate their teaching as advised within the ERR training. Most teachers (47) didn't identify any factors that prevent this, however, one teacher said that class numbers were too small and another teacher said that children's ability levels were too varied to be able to differentiate teaching as a whole class.

The majority of teachers (24 out of 49) also said that they differentiate their teaching beyond what is advised within ERR. Twenty-three teachers said that they do not. Reasons teachers gave for needing to provide additional differentiation included ensuring that all children could access ERR.

Number of daily sessions:

The majority of teachers said they carry out either one, one to two or two daily session of ERR. Most teachers (32) said that time constraints and other curriculum commitments prevent more daily ERR sessions being carried out. Other reasons included children's motivation, other phonic or reading activities, teacher's confidence and targeted group sessions.

The majority of teachers (24) didn't specify what factors help facilitate providing more ERR sessions, however, 13 teachers said time. This is consistent with the previous question. Other factors included flexibility within the timetable, TA support, children's motivation and children's maturity levels.

Length of Daily Sessions:

Most teachers said that they spend either 15 or 15-20 minutes on each daily ERR session. The majority of teachers (17) didn't specify what factors affect the length of daily sessions however the most frequent factors included the use of the timer, the reading aspect, children's focus, other curriculum demands, the availability of the big book, interruptions, misunderstandings from the children needing to be resolved, children's wishes to discuss words and other aspects plus the time it took differentiated groups of children to stand up and sit down when it was their turn.

Ease of implementing aspects of the ERR initiative:

The next section focused on specific areas of ERR (phonics, sight words, reading, synthesis and segmentation) that teachers identified to be the most difficult to implement. The majority (23) of teachers didn't identify any areas to be difficult to implement.

Section C: Other components.

Spelling:

The majority of teachers (40) said that the spelling component of ERR was included in their ERR training. There was a wide range of responses for the amount of times a week teachers taught the spelling component for, ranging from daily to four times a week.

Reading:

Most teachers (44) said that the children in their class read in groups whilst forty-one teachers said children in their class read individually. Many teachers (34) also said that the children in their class read both individually and in groups.

Books:

Forty-four teachers said that the children in their class read schemed/levelled books and thirty-four teachers said that the children in their class read real books.

Section D: Support:

Within school support:

The types of support listed by teachers from within school included communication, observing others through funding for training (or supply cover), meetings and encouragement from reading matter provided. Some teachers said trained colleagues, the Headteacher and teachers of the same key stage supported them with ERR within school.

Types of in-school support teachers identified to be useful for the future support of ERR included release time to observe other staff, other staff to be trained and more self training, updates/checks and guidance, TAs being trained, having a whole school perspective, more communication and sharing practice, money for resources, more knowledge of ERR and the continuation of RR.

Departmental Support:

Most teachers (35) said training was the only type of support that they receive from the department for ERR. Other types of support listed included assessment and feedback, advice and supply cover.

Types of departmental support identified by teachers that would be useful in the future for ERR included sharing practice courses, further guidance and support with issues, resources in general and resources to do RR refresher courses, additional visits from trainers, a less biased perspective on approaches to teaching reading, regular meetings with same year group practitioners, supply teachers and TAs to be trained and materials to be put on PowerPoint.

Section E: Views on ERR.

Varying opinions ensued when teachers were asked to what extent they agree with the statement ‘ERR is an effective initiative to teach children to read when used in isolation’. Most teachers (40) said that they either firmly agree or agree with the statement however.

The majority of teachers (25) either disagreed or firmly disagreed with the statement ‘other methods are better than ERR to teach reading’.

Understanding about the principles and research supporting ERR:

Most teachers (44) either firmly agreed or agreed that they understand the principles and research supporting ERR.

Headteachers’ Outcomes:

Views on ERR:

Out of the total of 10 Headteachers who rated their level of agreement with the statement ‘ERR is an effective initiative to teach children to read when used in isolation’, 3/5ths either disagreed or firmly disagreed. The remaining 2/5ths either agreed or firmly agreed that ERR is an effective initiative to teach children to read when used in isolation.

The majority of Headteachers either agreed or firmly agreed that ERR is an effective initiative to teach children to read when used alongside other methods which is consistent with the results of the previous question. Nine of the 11 Headteachers who responded either disagreed or firmly disagreed that other methods are more effective than ERR to teach children to read.

Eleven out of the total 13 Headteachers either agreed or firmly agreed with the statement that they understand the principles and research supporting ERR.

Comparing Headteachers' and Teachers' views:

In comparing teachers' and Headteachers' views, it seems there is a difference in the overall responses with regard to the statement 'ERR is an effective initiative to teach children to read when used in isolation' as collectively Headteachers' responses are mainly in disagreement with the statement and class teachers show relatively balanced opinions about their level of agreement with the statement. Statistical analysis showed that there is not a significant relationship between these two sets of views however.

The majority of both Headteachers and class teachers either agreed or firmly agreed that ERR is an effective initiative to teach children to read when used alongside other methods, however, there is no significant relationship between the two sets of views.

Headteachers' and class teachers' views are also consistent with each other regarding the statement that 'other methods are more effective than ERR to teach children to read' as the majority either disagreed or firmly disagreed. However, there is no significant relationship between Headteachers' and class teachers' views.

The majority of both Headteachers and class teachers either agree or firmly agree that they understand the principles and research supporting ERR. There is not a significant relationship

between Headteachers' and class teachers' levels of agreement regarding understanding the principles and research supporting ERR.

In answering research question 4, that being whether leadership has an impact on how teachers are implementing and sustaining ERR, the research highlights comparisons between the data, however assumptions cannot be made as to whether Headteachers influence how teachers are implementing ERR.

Overall summary:

Insights gained from the literature relating to the implementation and sustaining of literacy initiatives show some consistencies with the results of the current research.

It was obvious from the outset that implementing ERR successfully within Jersey's schools would lead to changes in teachers' practice. Schlechty (1997) supports this as he comments that it is expected that initiatives are likely to bring about changes in teaching styles and curriculum design. Fisher (2004) asserts that a method can be laid down but there is no guarantee that this will bring about pedagogical change. Studies of teacher development and teaching style suggest that teachers do not readily take on new teaching methods and they are reluctant to change their teaching methods (Fisher, 2004). One of the key principles of the ERR framework is that it needs to be systematic, consistent and structured. Therefore, the frequency of daily ERR sessions is emphasised in the training and supporting research (see appendix I). The results of this research show that teachers are not carrying out the recommended number of daily ERR sessions. A common barrier to carrying out more ERR sessions included a lack of time and other curriculum

commitments. This was consistent with Anderson et al's research (2002) into the NLS. Teachers commented that the prescribed amount of time and structure of the NLS took little account of the realities of life in a primary school (such as the many interruptions which fragmented the NLS). Teachers in this research stated that similar difficulties affected the length of ERR sessions.

The results support Askew et al's (1998) claim that due to the difficulties involved in change, an initiative may be adopted but half-heartedly so that the characteristics providing the benefit are watered down. If Solity et al's (2000; 2003) research claims are correct and more ERR sessions do increase a child's reading levels, a significant level of commitment is needed from teachers in order to be able to implement ERR more. DeFord et al's (1991) insights into RR also showed that a level of commitment was needed to implement and sustain RR within schools.

There was no doubt that teachers agreed that ERR was an effective initiative as the majority of both Headteachers and class teachers either disagreed or firmly disagreed that 'other methods are more effective than ERR to teach children to read'. Despite this, most teachers stated that ERR is an effective initiative to teach children to read when used alongside other methods. Therefore, both Headteachers and teachers must feel the need to incorporate other approaches and initiatives into the teaching of literacy on top of ERR. It was highlighted that other phonic and reading activities prevent more ERR sessions being carried out. These findings were consistent with Anderson et al's (2002) research into the NLS where teachers felt that English teaching was being marginalised. Some teachers in the current research also said that they differentiate beyond what is advised within the ERR initiative so to access all children and cater for different learning styles. Again,

similar results were found in Anderson et al's (2002) research into the NLS where teachers felt the need to use their professional judgment to deal with individual differences.

It is well documented that support, on many levels, is essential to assist schools through the processes of implementing and sustaining initiatives (Bowen & Yeomans, 2002; Anderson et al., 2002; Dawes, 1999; Bussell, 2001; De Ford et al., 1991). Fullan (1999, as cited in Fisher 2004) states that positive effects are possible where systems and structures are well supported through resources, staff development and commitment on the part of the educators and the public at large. The need for a whole school perspective for ERR in addition to more guidance, communication and sharing practice between staff was highlighted to be needed for the support of ERR in the future. It was interesting to see that one teacher requested a less biased perspective on approaches to teach reading. If further research was to be carried out, it would be interesting to explore this further.

Prior to addressing the implications of this research, it is important to take into account the advantages and disadvantages of the research process and the implications on the research outcomes.

Discussions with regard to the methodology:

Using self completion questionnaires to collect data proved to be an extremely efficient method of producing large amount of data at low cost with relatively short turnaround. As participants were given the same questions which were carefully worded after piloting, a level of consistency was ensured. Despite this, misunderstandings associated with the questions that may have occurred

could not be detected or dealt with directly which may have had effects on the answers given. It was hoped that by piloting the questionnaire, any potential ambiguities or misunderstandings to questions would have been identified. As some questions were missed out by teachers, it may have been helpful to ask respondents to check their answers and complete all questions. This would be considered when developing questionnaires in the future.

This study could have been improved further by devising a more efficient questionnaire. Although an attempt was made to take coding into account, this aspect of the study could have been more rigorous. Qualitative responses could have been coded in more depth to give further clarification of the responses that were given. An obvious improvement would therefore be to re-pilot and develop the questionnaires even further.

As a researcher working for the Education Department and because ERR is encouraged by Jersey's Education Department, it was acknowledged that teachers' responses may have been coloured by perceived social desirability response bias. It is possible that teachers who choose not to respond to the questionnaire may have substantially different perspectives and choose not to share them. Accordingly, the results must be interpreted and used with caution. Despite this, it was hoped that any response bias would be reduced by the fact that teachers were reminded that data would be kept strictly confidential.

The results provided some insights into teachers' views about factors relating to ERR. However as implementing and embedding initiatives within schools is a complex process, whereby many factors influence the process, research into the area is complex. The selected methodological

approach IE is not intended to be a standard methodological package but more a general research strategy (Sloan and Watson, 2001). Therefore, Sloan and Watson (2001, pg. 666) comment that 'no method is used exclusively or in isolation and different data generating methods are combined to throw a brighter light on the phenomenon under investigation'. Questionnaires can be used as a method of IE, but it has been reported that they tend to find superficial, poorly grounded data (Parlett and Hamilton, 1972). As there is great concern with the innovation as an integral part of the learning milieu when using IE, there is an emphasis on observation and interviewing (Parlett and Hamilton, 1972). Sloan and Watson (2001) used the methodological approach IE to explore the supervisory process and the particular clinical supervisor and supervisee interactions which influence this. Amongst other methods, they collected data using in-depth interviews as it was felt to be a useful tool to get close to the participants. Using other methods to collect data could develop the findings of the current research. The analysis could be supported by parallel discussions of qualitative data as this could serve to provide not only checks and balances but add depth to the findings. Triangulating the data and asking children who are being taught by the initiative and comparing these views with those of teachers and Headteachers would also be of value. Savage (2000) supports the 'triangulation' approach to facilitate the comprehensive nature of data. Shih (1998) comments that the triangulation approach facilitates the confirmation of otherwise, potentially, tentative findings. Despite this, some useful, robust and readily quotable data was collected from this study. The data from this research prompts new questions and this can only add credibility to the study.

Conclusion:

Whilst the current research does not directly address how well ERR has been implemented and sustained in Jersey's schools, the research has made it possible for ERR to be better understood as an initiative within the context of Jersey's schools. This study generates a number of interesting possibilities for further study. As there were limitations with using questionnaires as a sole method of data collection, further research may investigate using alternative methods to collect data. The findings could be developed by investigating how and why teachers are using ERR in the ways that they are. Engaging with teachers to aid a process of reflection on their teaching could be explored in further research. Also, as teachers identified the value of using other initiatives and approaches to teaching literacy, it may be worth investigating how teachers are using different approaches and initiatives. Bussell (2001) has acknowledged from his research in to RR that embedding an initiative into the educational system in many cases is dependent on its development of relationships with other programmes. A possible avenue for further research may explore how ERR relates to other programmes and how other initiatives are implemented and sustained within Jersey's schools to ensure their success.

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Appendix A: Covering letter to head teachers.

Education, Sport and Culture

Education Support Team

Educational Psychology

P O Box 142, Highlands Campus

Jersey, JE4 8QJ

Tel: +44 (0)1534 449500

Fax: +44 (0)1534 449400

27th March 2008

Dear.....

As part of my Doctoral research, I am investigating how teachers can best be supported to embed initiatives within the island. To begin with, I have created a questionnaire which asks questions relating to various aspects of the ERR initiative. I would greatly appreciate it if you could ask teachers who are using ERR within your school to fill out a questionnaire. Questionnaires should only take 15 minutes and are enclosed in the envelope provided. Please return these to the PDC by 4th April 2008. If you have any queries, please don't hesitate to contact me on 449420 or via email at a.spanswick@gov.je.

Many thanks for your help.

Anika Spanswick

Trainee Educational Psychologist

direct dial: +44 (0)1534 449420

email: a.spanswick@gov.je

www.esc.gov.je

Appendix B: Follow up letter.
Education, Sport and Culture
Education Support Team
Educational Psychology
P O Box 142, Highlands Campus
Jersey, JE4 8QJ
Tel: +44 (0)1534 449500
Fax: +44 (0)1534 449400

10th July 2008

Dear.....

I recently approached you with a questionnaire which asks questions relating to various aspects of the ERR initiative.

I would be grateful to hear your views as they are important and will help to develop further support and training in the future.

Questionnaires should only take 15 minutes. As I have not yet received a reply from you, if have any queries, please don't hesitate to contact me on 449424 or e-mail me on a.spanswick@gov.je.

Many thanks for your kind help.

Anika Spanswick
Educational Psychologist in Training

direct dial: +44 (0)1534 449424
email: a.spanswick@gov.je
www.esc.gov.je

Appendix C: Questionnaire to teachers

ERR Questionnaire

This questionnaire focuses on various aspects of ERR. Please fill in this questionnaire as honestly and accurately as you can as your view are important and will help to develop further support and training in the future. Your views will be kept in strict confidence.

A. Background Information:

Comments:

Name of School:	
Gender:	M F

a.1.	How many years have you been teaching?	
a.2.	How many years have you been teaching ERR?	
a.3.	What year did you train to teach ERR?	
a.4.	What other initiatives/methods have you used in the past to teach reading that you have found valuable?	

B. Implementation:

Comments:

<i>Please tick Y or N for the following highlighted questions:</i>		Yes	No
b.1.	Do you teach ERR as a whole class?		
b.2.	If yes, what factors facilitate this?		
b.3.	If no, how is it taught? (i.e. teaching assistants teaching small groups)		
b.4.	Do you find that all children can access ERR?		
b.5.	If yes, what factors enable this?		
b.6.	If no what are the issues?		

b.7.	Are you able to differentiate teaching as advised within the programme?			
b.8.	If no, what factors prevent you from doing so?			
b.9.	Do you differentiate your teaching beyond what is advised within the initiative?			
b.10.	If yes, why did you feel you need to do this?			
b.11	How many daily sessions are you able to Carry out? (please tick appropriate box)	1	2	3
b.12.	What factors facilitate providing more sessions?			
b.13.	What factors prevent you from providing more sessions?			
b.14.	How long are your sessions on average?			
b.15.	What factors affect the length of your sessions?			
b.16.	What areas do you find easiest to implement? (please tick)	Synthesis Segmentations Phonics Sight words Reading		

C. Other Components:

c.i.

<i>Please tick Y or N boxes for the following highlighted questions:</i>		Yes	No
c.i.1.	Was the ERR Spelling Programme included within your ERR training?		
c.i.2.	If yes, how often do you teach it?		

c.ii.

<i>Please tick appropriate boxes for the following highlighted questions:</i>		Yes	No	Occasionally
c.ii.1.	Do the children you teach read individually?			
c.ii.2.	Do the children you teach read in groups?			
c.ii.3.	Do the children you teach read both in groups and individually?			
c.ii.4.	Do the children you teach read real books?			
c.ii.5.	Do the children you teach read schemed/leveled books?			

D. Support:**d.i. From your School**

d.i.1.	How are you supported within your school for implementing ERR?	
d.i.2.	Who by?	
d.i.3.	What other support would you find helpful from within your school?	

d.ii From the Department?

d.ii.1.	What support do you receive from the Department with implementing ERR?	
d.ii.2.	What other support would you find helpful from the Department?	

E. Views on ERR

On a scale of 1 – 4 (with 1 being firmly agree and 4 firmly disagree), how far do you agree with the following statements:

		Please circle and give comments			
		1	2	3	4
e.1.	ERR is an effective initiative to teach children to read when used in isolation				
e.2.	ERR is an effective initiative to teach children to read when used alongside other methods				
e.3.	Other methods are more effective than ERR to teach reading				
e.4.	I understand the principles and research supporting ERR				

How can the Department best support the implementation of ERR in the future?

Further comments?

If you would be willing to talk about ERR in more depth, please indicate by ticking the box provided. Your views would be greatly appreciated.

☐

If you have any queries, please do not hesitate to contact me on 449420.

Please return the completed questionnaire by **4th April 2008** to the PDC or electronically by email to a.spanswick@gov.je.

Thank you so much for your time!

Appendix D: Questionnaire to Headteachers.

ERR Questionnaire

This questionnaire focuses on various aspects of ERR. Please fill in this questionnaire as honestly and accurately as you can as your view are important and will help to develop further support and training in the future. Your views will be kept in strict confidence.

A. Background Information:

Comments:

Name of School:	
Gender:	M F

B. Views on ERR

On a scale of 1 – 4 (with 1 being firmly agree and 4 firmly disagree), how far do you agree with the following statements:

Please circle and give comments

		1	2	3	4
b.1.	ERR is an effective initiative to teach children when used in isolation	to read			
b.2.	ERR is an effective initiative to teach children when used alongside other methods	to read			
b.3.	Other methods are more effective than ERR to teach reading				
b.4.	I understand the principles and research supporting ERR				

How can the Department best support the implementation of ERR in the future?

Further comments:

If you would be willing to talk about ERR in more depth, please indicate by ticking the box provided. Your views would be greatly appreciated.

☐

If you have any queries, please do not hesitate to contact me on 449420.

Please return the completed questionnaire by **4th April 2008** to the PDC or electronically by email to a.spanswick@gov.je.

Thank you so much for your time.

Appendix E-Risk Analysis:

Risk	Assessment	Countermeasures and contingencies
Set aspects of plan that may not be available	Likelihood: Low, medium or high Impact: Low, medium or high	
Teachers (once agreed to participate) to make time for involvement:	Likelihood: Medium Impact: High_	1. Encourage and empower teachers to give feedback as their views are of paramount importance 2. Contact Headteachers and ask if teachers can be given time to respond
Sickness/retirement of participants:	Likelihood: Medium Impact: Medium_	1. Drop out rate to be reported and other participants sought
Sickness/long term absence of member of research team:	Likelihood: Low Impact: High_	1. Data to be collected within department via secretary
Delay in collecting data:	Likelihood: Medium Impact: High	1. Approach schools well in advance of start date 2. Approach Headteachers after aims of research have been handed out to air issues and concerns 3. Contact schools directly to prompt responses. Ask Headteachers to release teachers to give time to respond 4. Approach Principal Educational Psychologist (supervisor) for support.

Appendix F-Glossary of Terms:

British Ability Scales (BAS): The British Ability Scales are a measure of cognitive functioning that covers a wide age range using ability scales. The assessment produces a general conceptual ability score (GCA) and three embedded cluster scores by administering six scales. Where more specific abilities need investigating, other diagnostic scales can be used to provide more details.

Collaborative Literacy Intervention Project (CLIP): CLIP is a reading intervention program for first grade students. CLIP is designed to teach reading strategies to readers who may develop reading problems. The goal of CLIP is to teach students strategies that will enable them to become better readers. It was developed by the Tempe School District in conjunction with the Arizona State Department of Education and Arizona State University during the 1989-90 school year. Website: www.parkerusd.k12.az.us/bl/staff/jcarlson/index.htm

Jolly Phonics: This is a phonics based literacy programme published by Jolly Learning Ltd. Materials focus on the letter sounds of the English language and each sound is linked to a visual and action to help children to remember and make learning more enjoyable. Contact: Jolly Learning Ltd, Tailours House, High Road, Chigwell, Essex IG7 6DL Tel 020 8501 0405. Website: www.jollylearning.co.uk.

Letterland: This is a program that uses pictograms to characterise letters of the alphabet, such as "c" represented by Clever Cat. Characters are shaped in the form of the letter, providing a strong element of visual learning. Systematically working through a fast-track characterisation of each letter, it leads to steps for the production of graphemes, such as when Hairy Hat shushes Sammy Snake, with the two letters meeting to go "sh". Website: www.letterland.com. Letterland Marketing, Letterland International Limited, Cambridge, CB3 7AY or call 0870 766 2629

Letters and Sounds: This was produced through Government guidance on the teaching of phonics. It was published in 2007 to replace 2004's Playing with Sounds. It includes six phases. The first concentrates on speaking and listening and the rest provide a program of phonic work that should be progressed through systematically, following time limits set for each phase. Materials can be downloaded from: www.teachernet.gov.uk.

Levelled Books: Levelled books are those that are ranked in terms of their level of difficulty.

Progression in Phonics (PIPs): This was produced by the Department for Education and Employment in 2000 to provide activities, training, games and video clips to support the teaching of phonics. Progression in Phonics was supplemented by 2004's Playing with Sounds. It was replaced in 2007 by Letters and Sounds.

Read Write Inc: This is a synthetic phonics program developed by Ruth Miskin for children in foundation stage to Year 4 who are reading at National Curriculum level 2b or below. It is also suitable for children in older year groups who have significant learning difficulties, including specific literacy problems. Email: admin@ruthmiskinliteracy.com. Website: www.ruthmiskinliteracy.com.

Real Books: Real books are books that are not developed through a levelled reading scheme.

Reading Recovery: This is an early literacy intervention program designed for children who have literacy difficulties at the end of their first year at Primary School. It involves reading and writing in a daily one to one lesson with a highly trained teacher for a period of between 15 and 20 weeks. Website: <http://readingrecovery.ioe.ac.uk>.

Redbridge Literacy Initiative: This initiative is coordinated by Lorraine Dawes (1999) in the London Borough of Redbridge. The initiative aimed to raise standards in literacy in all schools in the area of Redbridge. Schools identified an area of underachievement (at any age or ability) and addressed it through a two-year programme of research, action and evaluation, supported by a range of Local Education Authority agencies.

Schemed Books: Books that are part of a program carried out by a business (e.g. Oxford Reading Tree).

Sounds Write: This is a program that provides a graduated range of synthetic phonics and interactive whiteboard software. Intensive courses are offered to classroom practitioners, Educational Psychologists and members of Local Authority support teams in a new approach to the teaching of literacy. Website: www.sounds-write.co.uk.

Suffolk Reading Scale: This is a test of both decoding ability and comprehension that has been calibrated on a large number of British children. Scores are compared against age based norms to give a standardised score to establish a child's reading age.

Teaching Assistant (TA): They provide support to teachers and pupils in a school setting.

Teaching Handwriting, Reading and Spelling Skills (THRASS): This is a teaching program designed by Alan Davies to help children establish the relationships between letters of the alphabet and the phonemes constructed from them. THRASS teaches children the 44 sounds (phonemes) of the English language as well as the 26 letters of the alphabet. Contact: THRASS (UK) Ltd, Units 1- 3, Tarvin Sands, Barrow Lane, Tarvin, Chester CH3 8JF. Tel: 01829 741413. Fax: 07070 618948. Website: www.thrass.co.uk.

Toe by Toe: This is a highly structured synthetic phonics approach to decoding words. It has been created so anyone with a moderate reading ability will be able to teach others to read. It was developed by Keda Cowling, and is based on her experiences of teaching children with dyslexia to read.

Appendix G: Code Book for SPSS.

Variable	SPSS Variable name	Coding Instructions
Identification number to each Sex	ID	Number assigned to each Questionnaire
	Sex	1=Males 2=Females
a.1 Number of years teaching teaching years square rooted	teachingyears sqrrteachingyears	Number of years taught ERR LG10(teachingyears)
a.2 Number of years teaching ERR err teaching years square rooted number of years having taught ERR	ERRteachingyears sqrrerrteachingyears (Loagritnm) logerrteachingyears	Number of years taught ERR LG10(ERRteachingyears) LG10(ERRteaching years)
a.3 Number of years having taught ERR (inverse)	inverrrteachingyears	1/(ERRteaching years)
a.4 Other valuable initiatives used	othervalinitused	1=reading recovery 2=guided reading 3=ERIC 4=shared reading 5=Various phonic spelling schemes (Including Jolly Phonics, Letterland) 6=CLIP 7=Singing Alphabet 8=Toe by Toe 9=National Curriculum/ literacy strategy 10=Read Write Inc 11=THRASS 12=real books 13=look and say 14=PIPs 15=Oxford Reading Tree 16=various 17=not specified
b.1 How ERR was taught (whole class or not)	howERRtaught	1=whole 2=not 3=both
b.2 Factors facilitating teaching as a whole class	factorsfacilwhole	1=carpet area 2=interactive whiteboard 3=Daily routine

		4=Teacher expectation 5=Pace 6=Good quality books 7=Differentiation 8=Groupings 9=Small class size 10=Planning/team teaching 11=Enthusiasm/energy 12=TA (to support/take out groups) 13=Weekly spelling/dictation work 14=Structure 15=Rules 16=Creativity 17=TA and groups 18=not specified 19=easier 20=various
b.3 How ERR taught if not as whole class	Howtaughtotherthan whole	1=small groups 2=not applicable
b.4 Views about whether all children access ERR	callcaccess	1=yes 2=no 3=not sure 4=unspecified
b.5 Factors facilitating access to ERR	facfacilaccess	1=differentiation 2=teacher expectations/enthusiasm 3=interleaved reading 4=pace 5=seating structure 6=modelling 7=familiarity 8=structure 9=groups 10=assessment 11=TA support 12=practice 13=learning from more able 14=not specified 15=TA and differentiation 16=the early implementation of spelling and reading strategies 17=various

b.6 Factors preventing access	facpreventingaccess:	1=more able cannot engage 2=less able cannot engage/low ability 3=concentration issues (e.g. boredom, noise) 4=behaviour/learning difficulties 5=EAL/speech and language issues 6=pace 7=developmentally immature 8=differing learning styles 9=not specified 10=various
b.7 Differentiate teaching as advised?	differentiateasad	1=yes 2=no
b.8 Factors preventing differentiation	factorspreventingdiff	1=numbers too small 2=abilities too varied 3=not specified
b.9 Ability to differentiate beyond what is advised within the programme	abiltodiffbeyond	1=yes 2=no 3=sometimes 4=not specified
b.10 Reasons why differentiate beyond	reasonsforadddiff	1=to access all children 2=cater for different learning styles 3=to support individuals needing one-one 4=not applicable
b.11 Number of daily sessions carried out	numofdailysessions	1=one 2=one to two 3=two 4=two to three 5=three
b.12 Factors facilitating providing more sessions	factorsfacilnumsessions	1=time 2=flexibility in timetable 3=children's motivation 4=TA support 5=organisation 6=rigour

		7=none specified
b.13 Factors preventing sessions	factors preventing sessions	1=time constraints/other curriculum commitments 2=children's motivation 3=teacher motivation 4=TA timetables 5=supply staff not being trained 6=other phonic/reading activities 7=confidence 8=targeted group sessions 9=other demands and children's motivation 10=not specified
b.14 length of daily sessions	length sessions	1=10 minutes 2=10-15 minutes 3=15 minutes 4=15-20 minutes 5=20 minutes 6=more than 20 minutes
b.15 Factors affecting the length of sessions	factors affecting length	1=childrens focus/participation 2=mis-understandings 3=other curriculum demands 4=big book availability 5=reading 6=time 7=new words 8=interruptions 9=children wanting to talk about the words/discussion 10=not specified 11=speed of children getting up and down 12=various
b.16 Areas least easiest to implement	areas least easiest to imp	1=synthesis 2=segmentation 3=phonics 4=sight words 5=reading 6= none 7=phonics and sight words 8=synthesis and segmentation 9=phonics, sight words and

		reading 10=phonics and reading 11=sight words and reading 12=synthesis, segmentation and phonics 13=synthesis, phonics and sight words
c.i.1 spelling programme included	spellingproginc	1=yes 2=no
c.i.2 length of time spelling programme taught	timespellprogtaughtfor	1=once a week 2=once to twice a week 3=twice a week 4=twice to three times a week 5=three times a week 6=three to four times a week 7=four times a week 8=four to five times a week 9=daily 10=not applicable
c.ii.1 whether individual reading is included	individualreading	1=yes 2=no 3=occasionally
c.ii.2 whether group/paired reading is included	grouppairedreading	1=yes 2=no 3=sometimes
c.ii.3 whether both individual and group reading is included	bothindividualandgroup reading	1=yes 2=no 3=occasionally 4=unspecified
c.ii.4 do children read real books	readrealbooks	1=yes 2=no 3=occasionally
c.ii.5 children reading schemed/ levelled books	read schemed books	1= yes 2=no 3=occasionally
d.i.1 support in school for implementing ERR	supportinschool	1=various 2=communication 3=TA

		4=range of reading books 5=time to assess 6=observing others 7=funding for training (supply) 8=meetings 9=encouragement 10=not applicable
d.i.2 who supports	whosupportsin	1=TA 2=Head 3=literacy co=coordinator 4=trained colleagues 5=teachers of same key stage 6=team teacher 7=not specified
d.i.3 other in school support that could be helpful	otherpotentialinsupport	1=updates/checks 2=TA's being trained 3=whole school perspective 4=guidance 5=more communication/sharing practice 6=money for resources (e.g. big books, OHP, paper) 7=knowledge of ERR 8=RR to carry on 9=training 10=release time to observe others 11=none specified 12=other staff to be trained
d.ii.1 support from department for implementing ERR	deptsupport	1= training 2=advice 3=assessment and feedback 4=materials 5=supply cover 6=unspecified
d.ii.2 other departmental support that could be helpful	otherdeptsupport	1=resources 2=support with issues 3=refresher courses 4=sharing practice courses 5=more visits from trainers 6=guidance 7=money to do RR

		8=not specified 9=a less biased perspective on approaches to teaching reading 10=meet with year group ERR practitioners more regularly 11=TA's and supply teachers to be trained 12=materials to be put on PowerPoint
e.1 views about whether ERR is effective to teach reading in isolation	viewsisol1to4	1=firmly agree 2=agree 3=disagree 4=firmly disagree
e.2 views about whether ERR is effective to teach reading alongside other methods	viewswith1to4	1=firmly agree 2=agree 3=disagree 4=firmly disagree 5=unspecified
e.3 other methods are more effective than ERR	viewsothers1to4	1=firmly agree 2=agree 3=disagree 4=firmly disagree 5=unspecified
e.4 level of understanding about the principles and research supporting ERR	understanding1to4	1=firmly agree 2=agree 3=disagree 4=firmly disagree

Appendix H: Details of data analysis.

Coding the Data:

A codebook or a summary of the instructions needed to convert the information obtained from each subject into a format that SPSS could understand was prepared (see appendix G). Creating the codebook involved deciding and documenting how each variable was defined. These were then labelled and each of the possible responses were numbered. This information is stored in a computer file. The first column of the table represents the name of the variable, the second column represents the abbreviated name for that variable as it appeared in SPSS, and the third column described how each of the responses were coded.

Data Entry:

The data was then entered into SPSS according to the instructions outlined in the SPSS survival manual (Pallant, 2005). The data was then screened and cleaned. Values that fell outside the range of possible values for a variable were identified and altered according to the raw data.

Preliminary Analyses:

The nature of variables was explored. Frequencies were used for categorical variables. All outcomes were coded categorically, except question a.1 (number of teaching years); a.2 (number of years teaching ERR) and the identification number assigned to each questionnaire. These were coded as continuous variables. Descriptive statistics were obtained for continuous variables. This included the mean, median and standard deviation.

Missing Data

The data file was inspected for missing data. The results showed that there was no missing data. During the data coding procedure, a category was added for those participants who did not respond to a question.

Presentation of the data:

Graphs were used to explore and describe the data (see results section). Histograms were used to display the distribution of single continuous variables (e.g. the number of years teachers have been teaching and the number of years teachers have taught ERR).

Manipulating the data:

Once the data had been entered and checked for accuracy, the raw data was then manipulated into a form that could be used to conduct the analyses and to test the hypotheses.

The histogram showing the numbers of years teachers have been teaching shows that scores are positively skewed. The histogram showing the number of years teachers have been teaching ERR also shows a positive skew.

Given that many of the parametric statistical tests assume normally distributed scores, the use of parametric statistics was abandoned for the continuous variables. Non-parametric alternatives were used. Pallant (2005) described that the disadvantage with using non-parametric techniques is that they are less powerful as they do not detect differences or relationships even when they actually exist. An alternative was to transform the variables which involved mathematically modifying the scores using various formulas until the distribution looked more normal. The type of

transformations for each data set was selected depending on the shape of the distribution. Pallant (2005 pg. 83) noted that 'there is considerable controversy concerning this approach in the literature'. He says that 'some authors strongly support this approach and some argue against transforming variables to better meet the assumptions of the various parametric techniques' (Pallant, 2005 pg. 82). The distributions shown in graphs 1 and 2 were compared with those shown in figure 8.1 in Pallant (2005, pg. 83):

Graph 1= square root. Formula: new variable=SQRT (old variable).

Graph 2= square root. Formula: new variable=SQRT (old variable).

I considered a different type of transformation and carried out the procedure on SPSS for the logarithm formula as described in figure 8.1 in Pallant (2005, pg. 85). As this also failed to alter the distribution so it was normal, I considered the inverse formulae which also didn't work. In this case, I will need to consider using non-parametric techniques to analyse my data.

Collapsing a continuous variable into groups:

For some analyses (e.g. analysis of variance), the continuous variable groups needed to be divided into categorical variables. The number of years teachers taught for was banded into 7 groups. The number of years teachers taught ERR for was banded into 5 groups.

Choosing the right statistic:

1. Analyses for continuous variables:

Pearsons correlation would be appropriate for the two continuous variables 'the number of years having taught' and 'the number of years having taught ERR'. This statistic gives an indication of both the direction (positive and negative) and the strength of the relationship.

Multiple regression would also be appropriate to explore the predictive ability of a set of independent variable on one continuous dependent measure (such as the number of years having taught or the number of years having taught ERR).

2. Analyses for categorical variables:

The Chi-Squared test for independence can be used to determine whether two categorical variables are related. It compares the frequency of cases found in the various categories of one variable across the different categories of another variable.

Appendix I: Summary of Early Reading Research (ERR).

General Principles:

ERR began in April 1995, as an Essex Local Education Authority project with the aim to get more children to be able to read, without ongoing expense.

The framework is based on psychological and educational research and identifies core instructional principles, provides a curriculum for teaching literacy skills, and describes how best to combine whole class, group and individual teaching (Solity et al, 2000). The following sections outline the underpinnings of the ERR framework and supporting research (see Solity et al. 2000 & Solity, 2003).

Instructional Psychology

The ERR framework for teaching literacy is underpinned by generalisable principles of instruction to apply to all children, irrespective of their social background, ethnicity, or level of achievement.

The instruction is the prime variable, rather than within-child factors, and the classroom environment is the key determinant. Thus the most influential factors are within teacher control. This gives a basis for all teachers to become more effective, and helps children across the attainment distribution to improve their reading, writing and spelling. As a result, reading failure is reduced and the progress of 'good readers' is accelerated.

Distributed Teaching

The approach states that children learn more effectively with frequent shorter sessions than with less frequent longer sessions. This because they can remain more focused during short sessions, and because more sessions provide more opportunities to learn and practice the content.

Optimal Instruction

The approach states that a focus on teaching what is most useful. 20% of activity generates 80% of benefit. Because of phonic self-correction, applied to written English this means that knowledge of 20% of words and letter combinations allow you to read 80% of text.

Incremental teaching

The research describes how word and phonic base can be built up systematically. This includes teaching the smallest units first and then building on what has already been learnt in subsequent items.

Metacognition

This outlines that helping children to understand why they are learning what is being taught is important because these things best help them to read the books they want to read and to spell the words they want to write.

Role modelling

Lower achievers experience good practice from higher attaining peers within the sessions. They learn from this, and gain confidence to join in.

Representation

To aid generalisation, children's reading matter should follow similar structures to adult books therefore they should be reading real books as opposed to scribed/levelled books. This means that

children acquire the necessary familiarity with real books in one single stage, rather than as a separate additional task.

Contextual Diversity

Children learn more by encountering learnt matter in a range of contexts. IE encountering the same words in a range of contexts leads to better generalisation and restricted reading matter limits generalisation.

Engagement

The importance of children enjoying reading being fun, the experience of being able to read, and reading what they want to read.

Phonics Plus Real Books

There is widespread agreement that children need to learn phonics if they are to learn to read. The ERR framework is unique in combining phonics teaching with the use of real books which are typically seen as alternative rather than complementary approaches to teaching reading.

ERR differs from other approaches to teaching phonics in the way children are taught and shown how to apply skills to a wide and diverse range of texts. Children will be less likely to apply and generalise their phonic skills if they are given a limited diet of books drawn from a reading scheme. This is counter-intuitive. Reading schemes create the illusion of progress but limit the likelihood of children applying their skills beyond the set books. The structure of real books appears to be as consistent and regular as that of reading schemes. The children who are most disadvantaged by reading schemes are paradoxically the lowest achievers who according to conventional wisdom, are thought to benefit most from structured approaches.

Reading with children

What you can read, you can read in any book – this powerful message applies to lower attainers as well as to higher attainers.

Children do not need to be able to read the whole book, only what they have been taught.

Use real books, and focus on the child generalising what they have learnt, with the adult reading the rest, and demonstrating the use of blending (putting sounds together in response to print) on unknown words.

There is no need to restrict what children read. Be guided by what you want to read to them, and what they want to read.

The measure of progress is the increasing confidence with which the child reads known words, blends know letters/strings in unknown words, and self-corrects according to meaning.

Key Features of the ERR Framework

- Curriculum content, classroom organisation and teaching methods enable teachers to implement the framework within a whole class context with children with a diverse range of needs. Teachers are shown how to differentiate the curriculum and underpin their teaching of all children with a common set of instructional principles.
- The frequency and duration of teaching found to give optimal results is 3 fifteen minute sessions daily. Children are not required to complete worksheets or undertake any independent

worksheet activities to practice their phonic and sight vocabulary skills. These skills are all taught within the context of the 15 minute sessions.

- Children are only taught the key skills which underpin actual reading and spelling: synthesis (building up units to pronounce words) and segmentation (breaking words down into individual units).
- Phonic skills are taught at the 'small level', building up from letter sounds until all the common letter groups have been taught.
- Children are taught to recognise 100 high frequency words, rather than trying to build them up. 46 of these words are phonically regular and so will be decoded phonically when the appropriate skills have been taught.
- Children are taught to read through 'real books' rather than reading schemes.
- The other components of the framework involve:
 - reading high quality stories to, and with, children
 - listening to children read individually on a regular basis
 - daily writing which emerges from the material children are reading
 - teaching new vocabulary
 - regular assessments
 - Providing children with feedback on their progress.

ERR in Jersey

ERR training was undertaken with teachers from Reception in September 2003. Eighty Jersey teachers have now been trained to use ERR, and this year ERR training is underway with 11 more Reception class teachers, 4 Year 1 teachers and 14 Year 2 teachers.

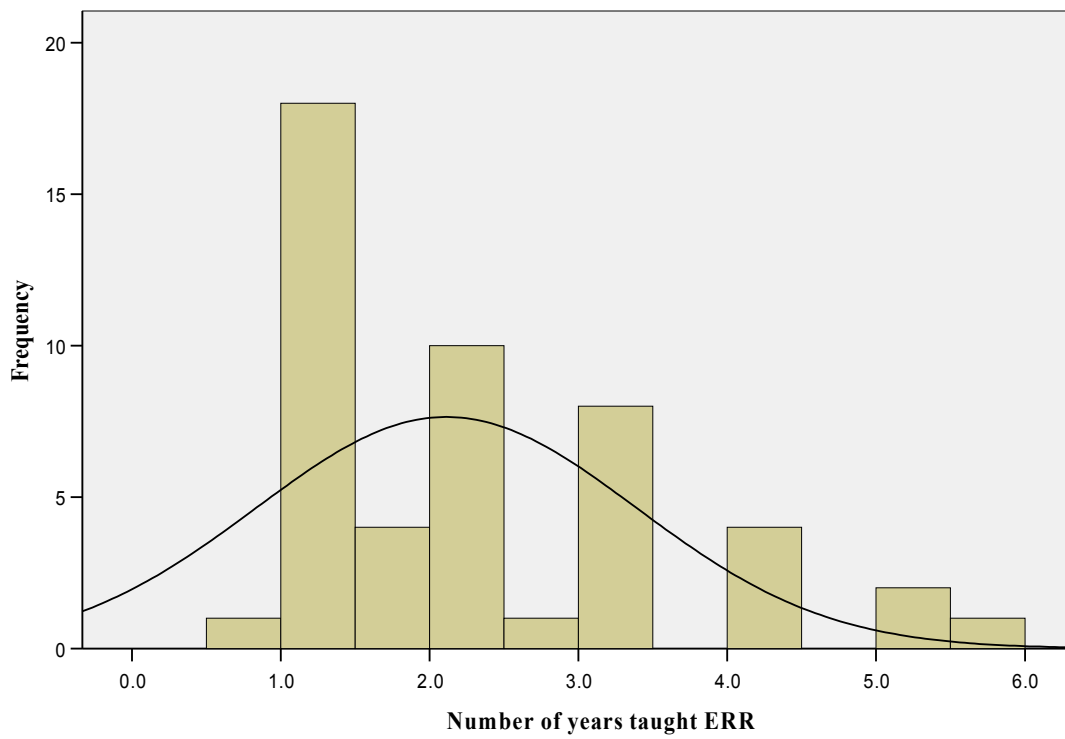
Two of Jersey Education Support Team Advisory Teachers have been trained to deliver the ERR training. A development group has been set up to support ERR in Jersey.

Appendix J: Graphs and summaries.

Graph 2: Question a.2.

The histogram below shows the number of years teachers have been teaching ERR.

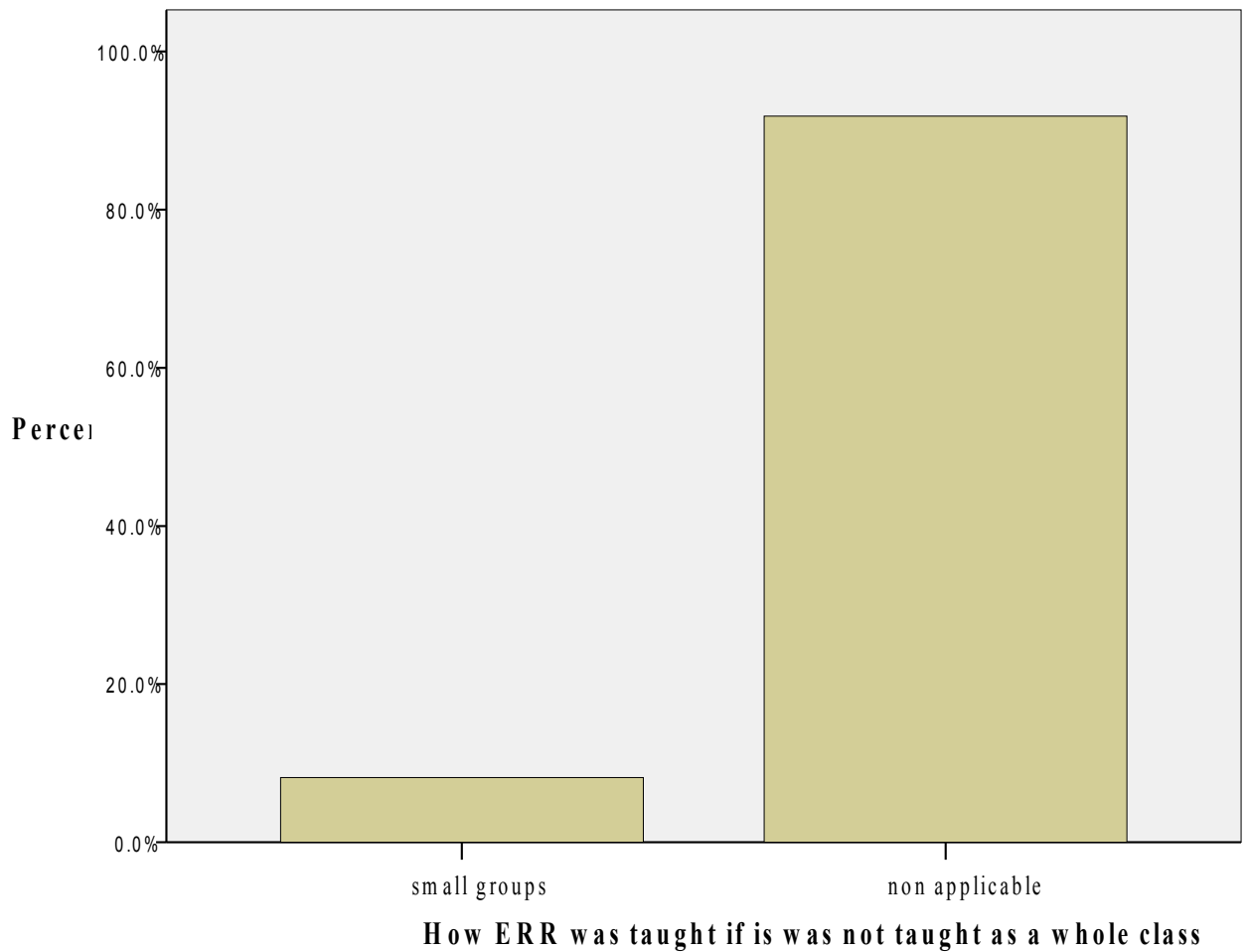
Histogram showing the number of years participants have been teaching ERR.



It can be seen that the number of years teachers have been teaching ERR ranged from half a year to 6 years.

Graph 6: Question b.3.

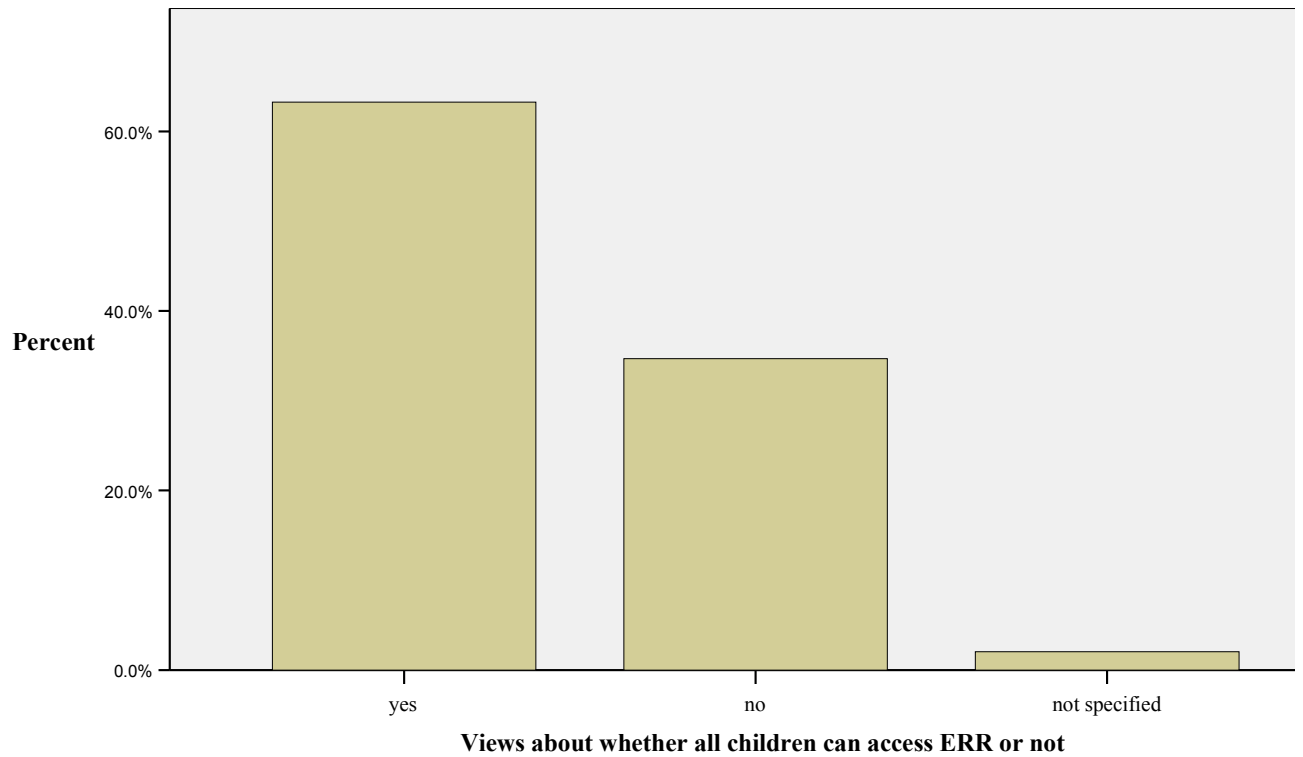
The graph below represents how teachers said they were teaching ERR if it wasn't taught as a whole class.



The majority of teachers (91.8% or 45) didn't answer as the question wasn't applicable to them. Four teachers (8.2%) said that they teach ERR in small groups.

Graph 7: Question b.4.

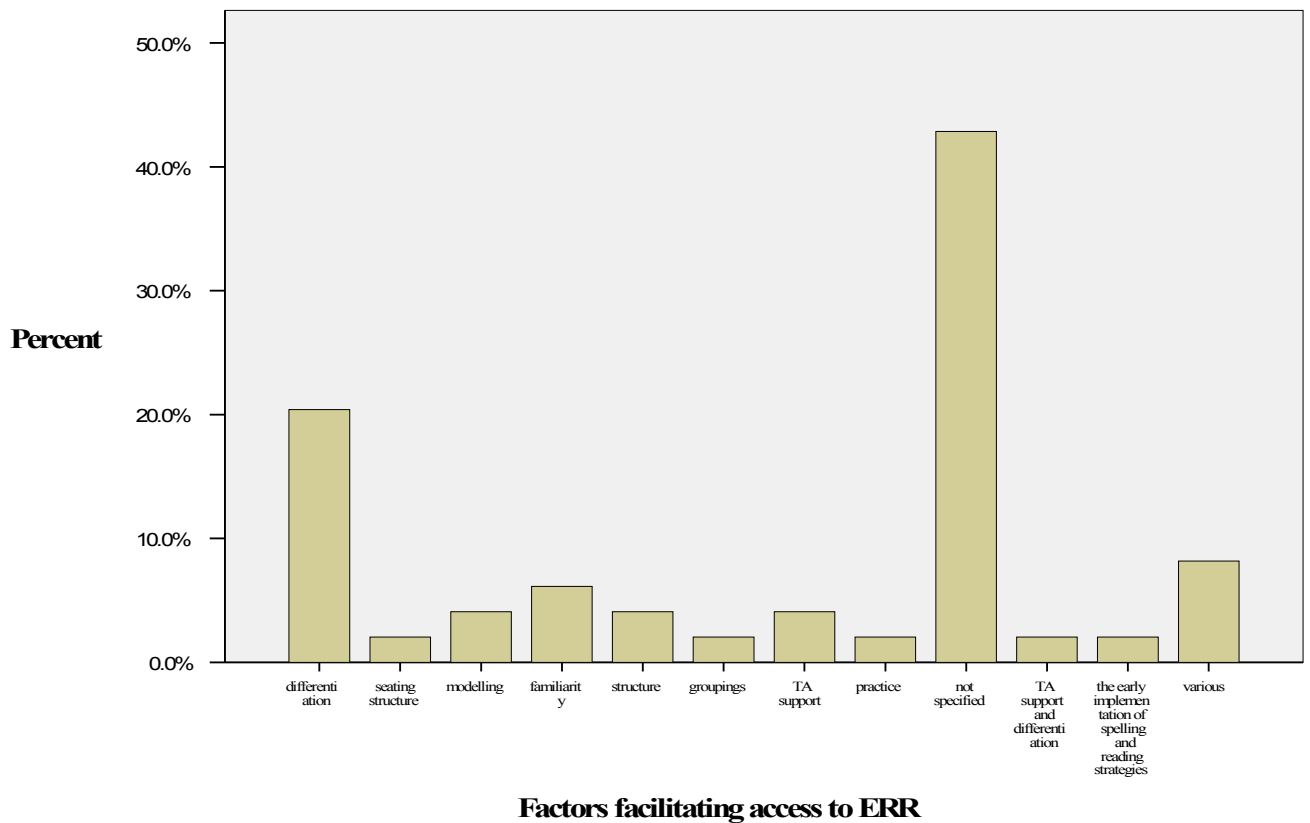
The graph below represents teachers' views on whether all children can access ERR or not.



The majority of teachers (63.3 % or 31) said yes all children can access ERR; 17 teachers (34.7%) said no, not all children could access ERR; 1 teacher (2%) did not specify whether all children could access ERR or not.

Graph 8: Question b.5.

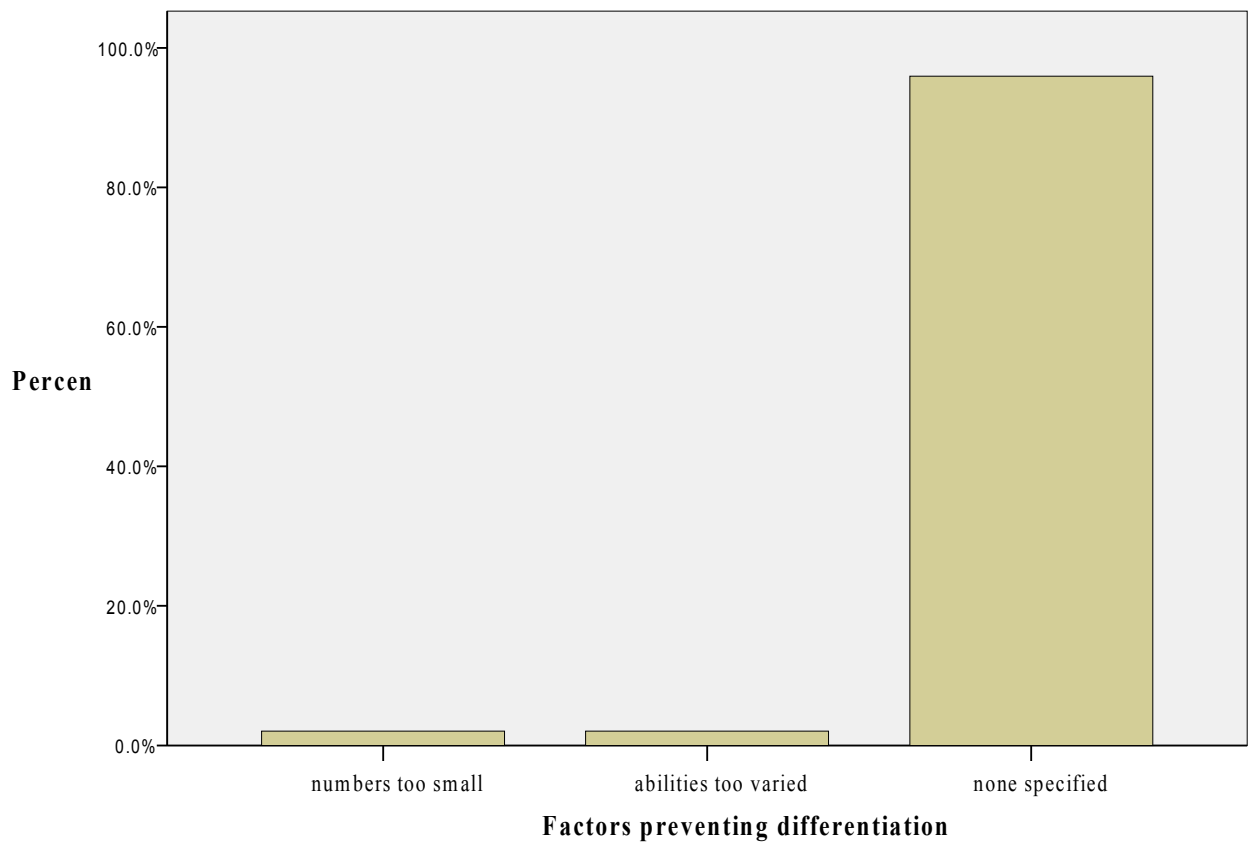
The graph below shows factors that teachers identified to help facilitate children's access to ERR.



The majority of teachers (42.9% or 21) didn't specify any factors; 10 teachers (20.4 %) said differentiation; 4 teachers (8.2 %) gave various reasons; 3 teachers (6.1%) said familiarity with the initiative; 2 teachers (4.1%) said modelling; 2 teachers (4.1%) said the structure of ERR; 2 teachers (4.1%) said TA support; 1 teacher (2%) said seating structure; 1 teacher (2%) said groupings; 1 teacher (2%) said practice; 1 teacher (2%) said TA support and differentiation and the final 1 teacher (2%) said the early implementation of spelling and reading strategies helped facilitate children's access to ERR.

Graph 11: Question b.8.

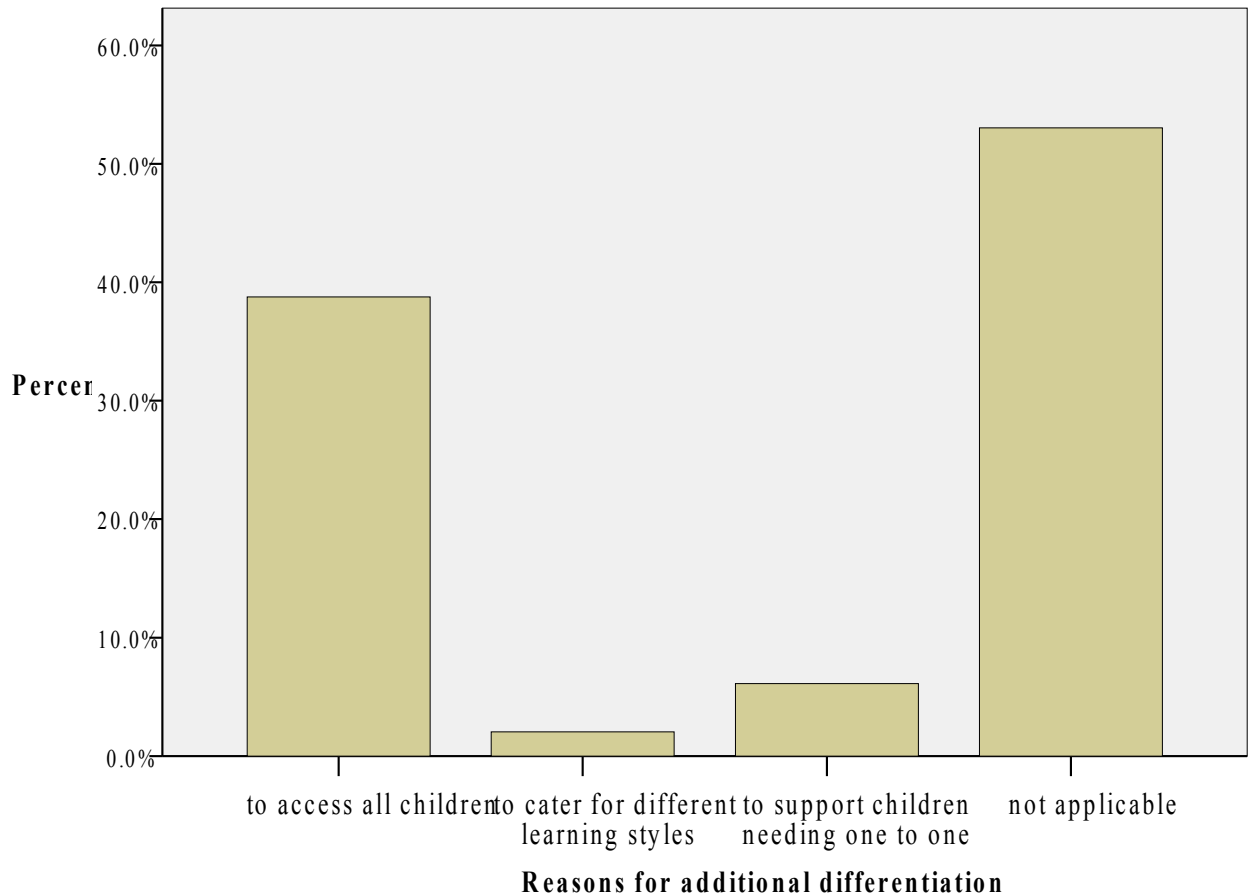
The graph below shows the factors teachers identified as preventing differentiating teaching as advised within the ERR initiative.



The majority of teachers (96 % or 47) didn't specify any factors; 1 teacher (2%) said class numbers were too small to be able to differentiate teaching as advised within the initiative and one teacher (2%) said ability levels were too varied to be able to differentiate teaching as advised within ERR.

Graph 13: Question b.10.

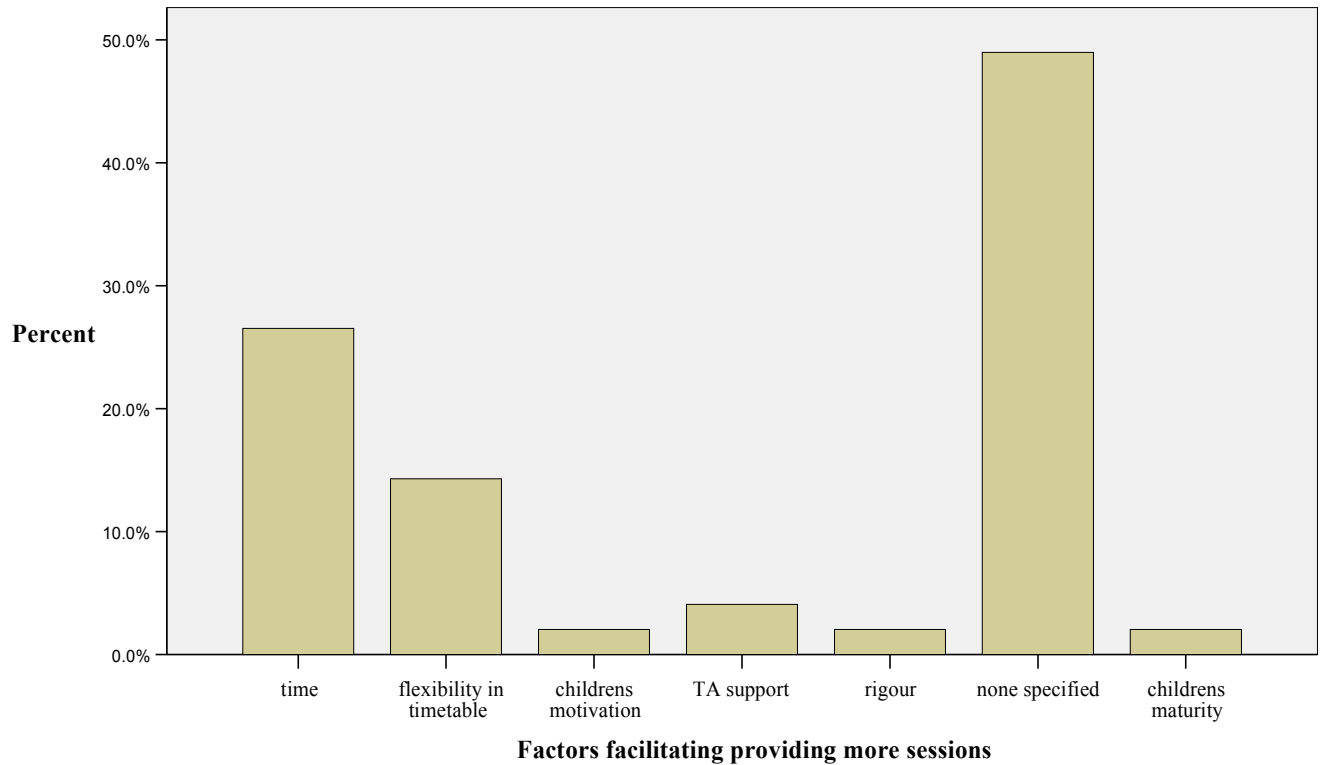
Graph 13 represented below shows the reasons teachers gave for needing to provide differentiation beyond what is advised within ERR.



The majority (53.1% or 26) said that the question was not applicable to them; 19 teachers (38.8%) said to access all children; 3 (6.1%) said to support children needing one to one support and one teacher (2%) said to cater for different learning styles.

Graph 15: Question b.12.

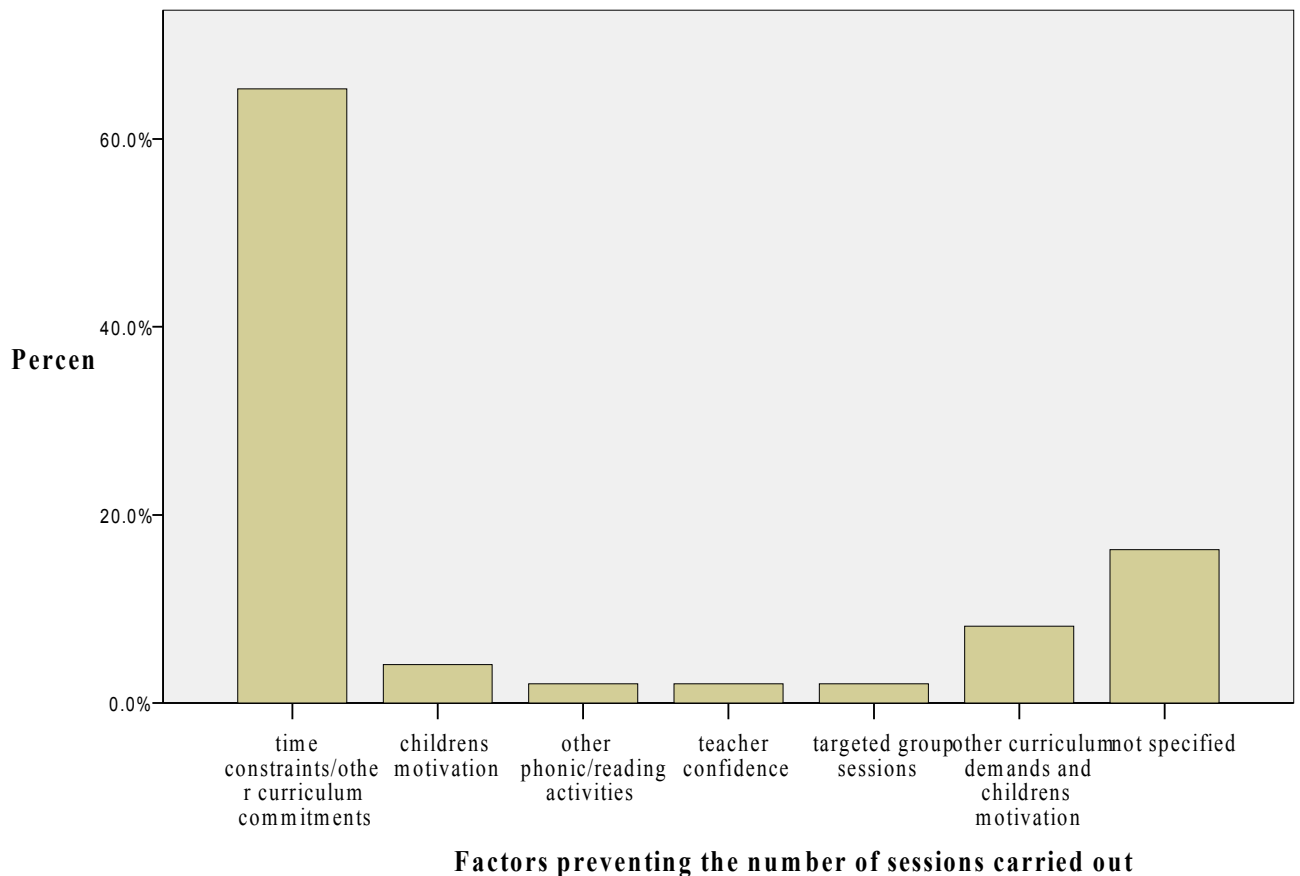
Graph 15 represents the factors teachers identified that facilitate providing more daily ERR sessions.



The majority (49 % or 24) did not specify; 13 teachers (26.5%) said time; 7 teachers (14.3%) said flexibility within the timetable; 2 teachers (4.1%) said TA support; 1 teacher (2%) said children’s motivation; 1 teacher (2%) said rigour and 1 teacher (2%) said the children’s maturity levels facilitated providing more daily ERR sessions.

Graph 16: Question b.13.

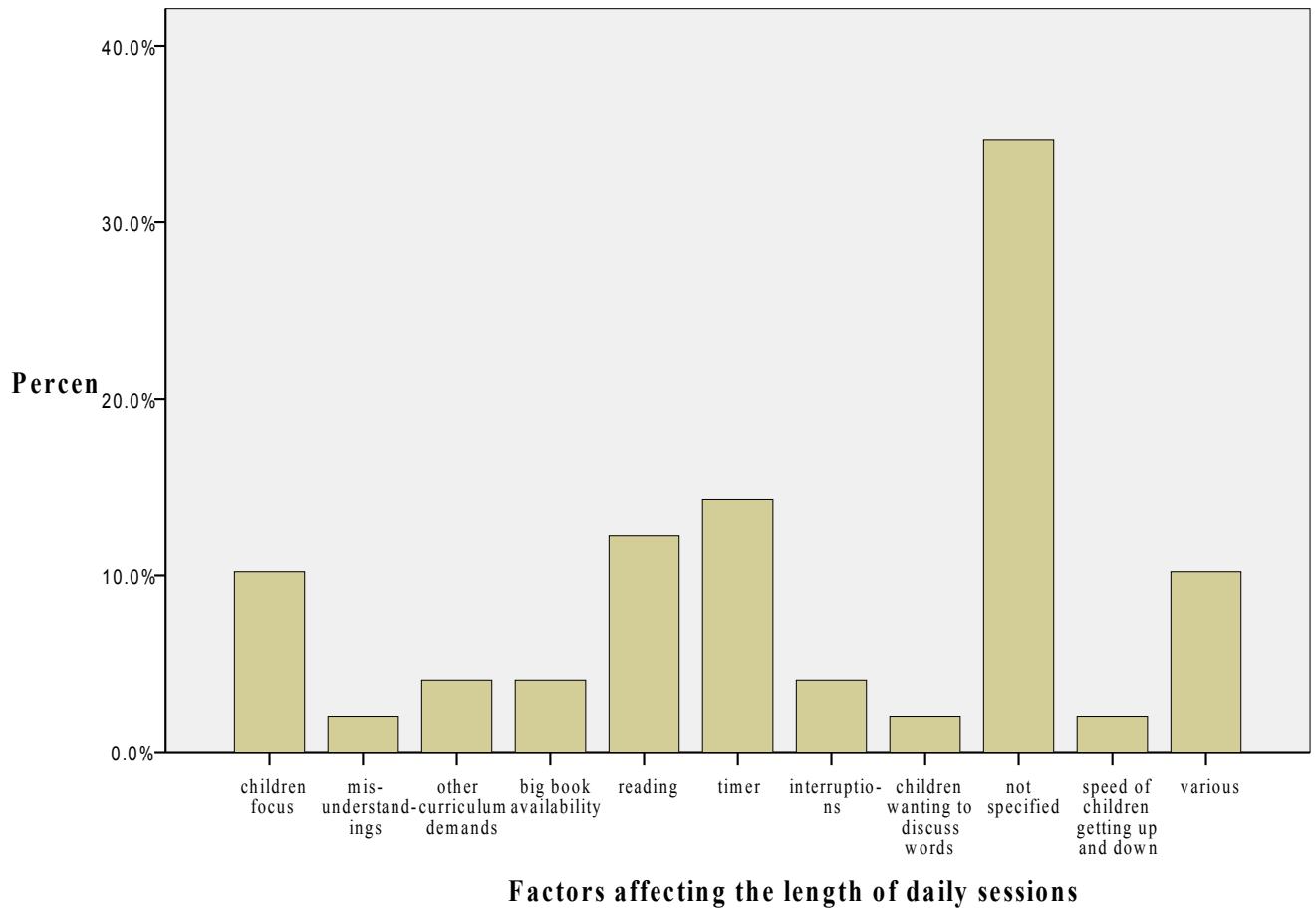
The graph below represents factors teachers identified as preventing more daily ERR sessions being carried out.



The majority of teachers (65.3 % or 32) said time constraints and other curriculum commitments prevented providing more ERR sessions being carried out; 8 teachers (16.3%) didn't specify any factors; 4 teachers (8.2%) said both children's motivation and other curriculum demands; 2 teachers (4.1%) said children's motivation; 1 teacher (2%) said other phonic or reading activities; 1 teacher (2%) said confidence as a teacher and one teacher (2%) said targeted group sessions prevented more daily ERR sessions being carried out.

Graph 18: Question b.15.

Graph 18 below shows factors teachers identified to affect the length of daily sessions.



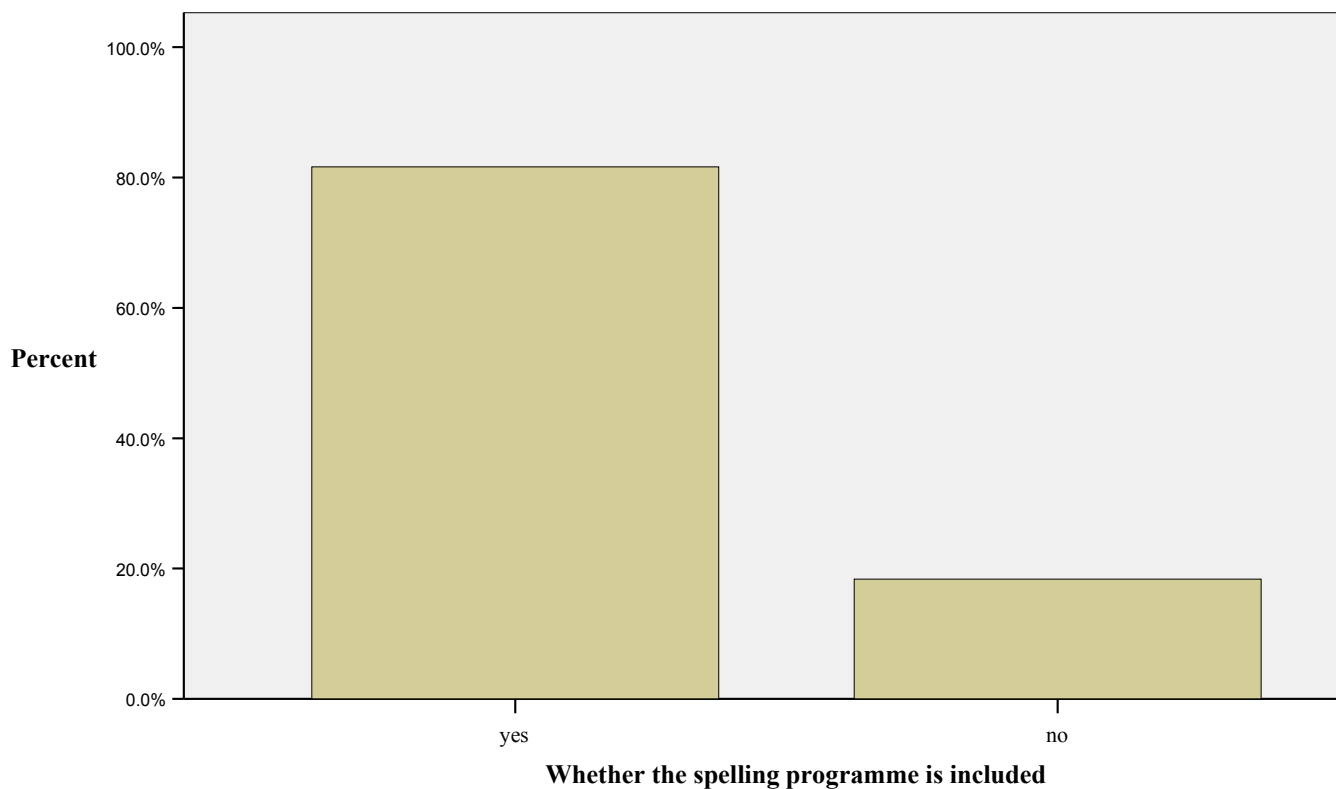
The majority of teachers (34.7% or 17) didn't specify any factors; 7 teachers (14.3%) said the timer; 6 teachers (12.2%) said the reading aspect of ERR; 5 teachers (10.2%) said children's focus or participation in the initiative; 5 teachers (10.2%) said various factors; 2 teachers (4.1%) said other curriculum demands; 2 teachers (4.1%) said the availability of the big book; 2 teachers (4.1%) said interruptions; 1 teacher (2%) said misunderstandings from the children that needed to be resolved; 1 teacher (2%) said children's want to discuss words or other aspects related to ERR

and 1 teacher (2%) said the speed of children getting up and down affects the length of daily sessions.

Section C: Other components.

Graph 20: Question c.i.1.

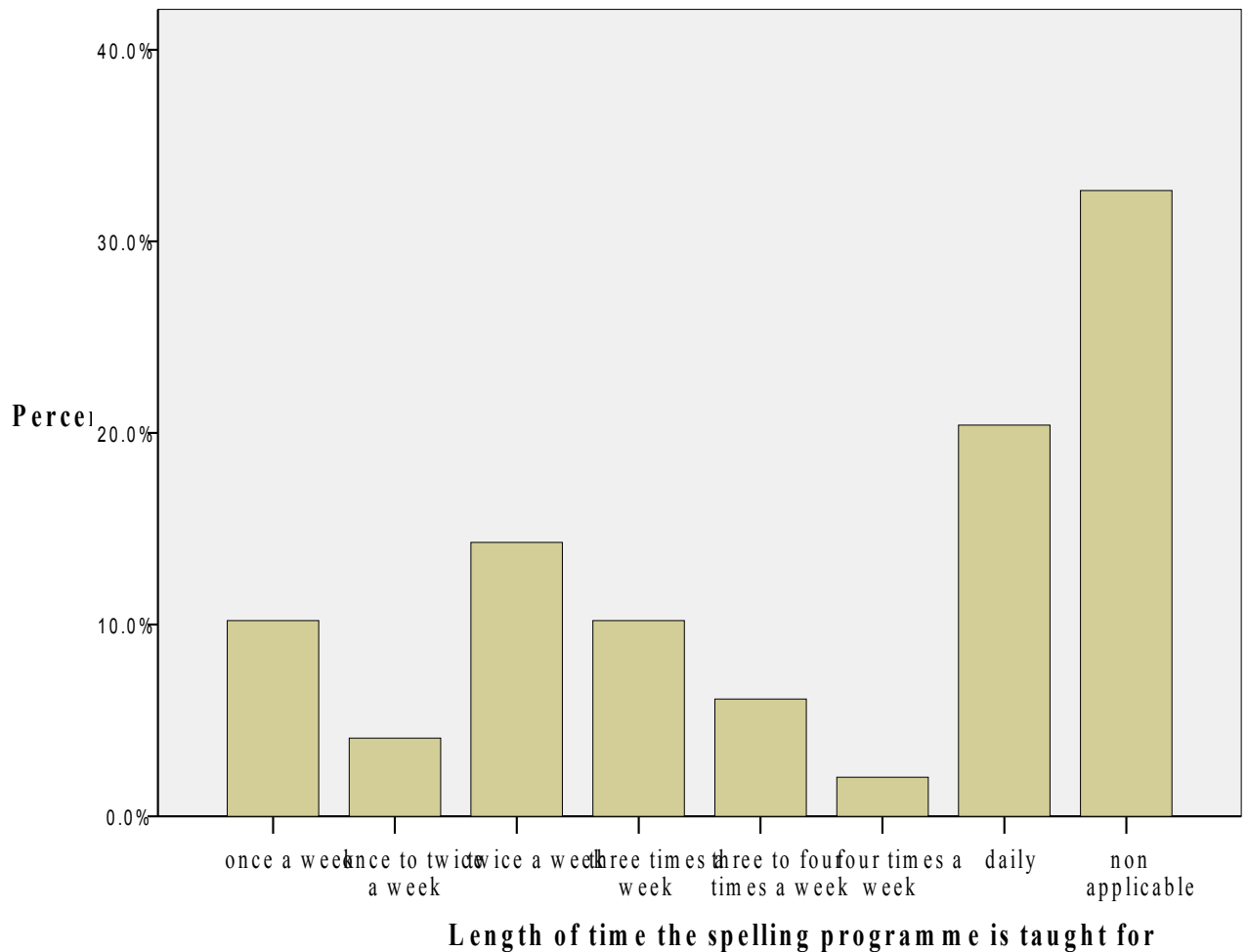
Graph 20 below shows the proportion of teachers who said that the spelling aspect of ERR and was included in the training they had for ERR.



Forty teachers (81.6%) said yes and 9 teachers (18.4%) said no the spelling aspect of ERR was not included within the training they had for ERR.

Graph 21: Question c.i.2.

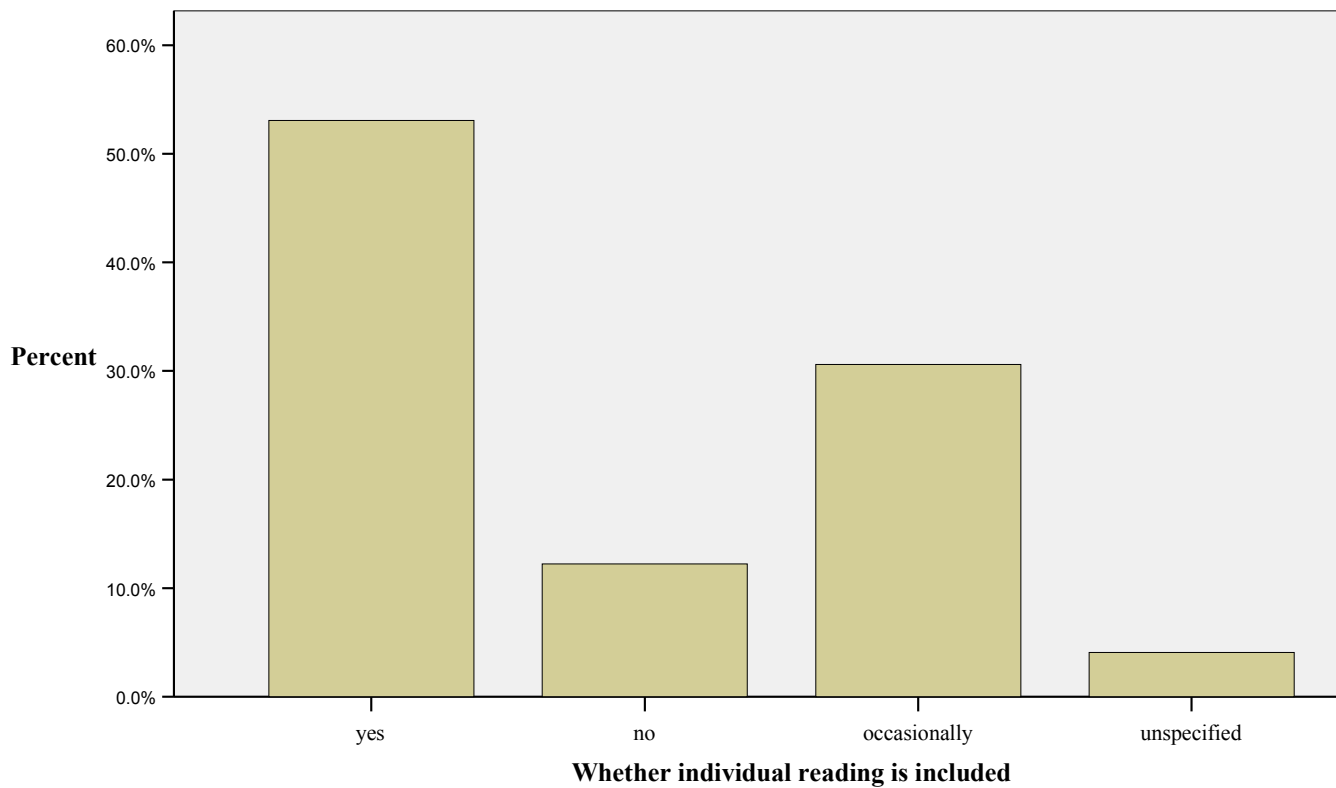
Graph 21 below shows the length of time the spelling aspect of ERR is taught for.



The majority of teachers didn't respond (32.7% or 16); 10 teachers (20.4%) said that they teach the spelling programme daily; 7 teachers (14.3%) said twice a week; 5 teachers (10.2%) said once a week; 3 teachers (6.1%) said 3 to 4 times a week; 2 teachers (4.1%) said 1 to 2 times a week and 1 teacher (2%) said 4 times a week.

Graph 22: Question c.ii.1.

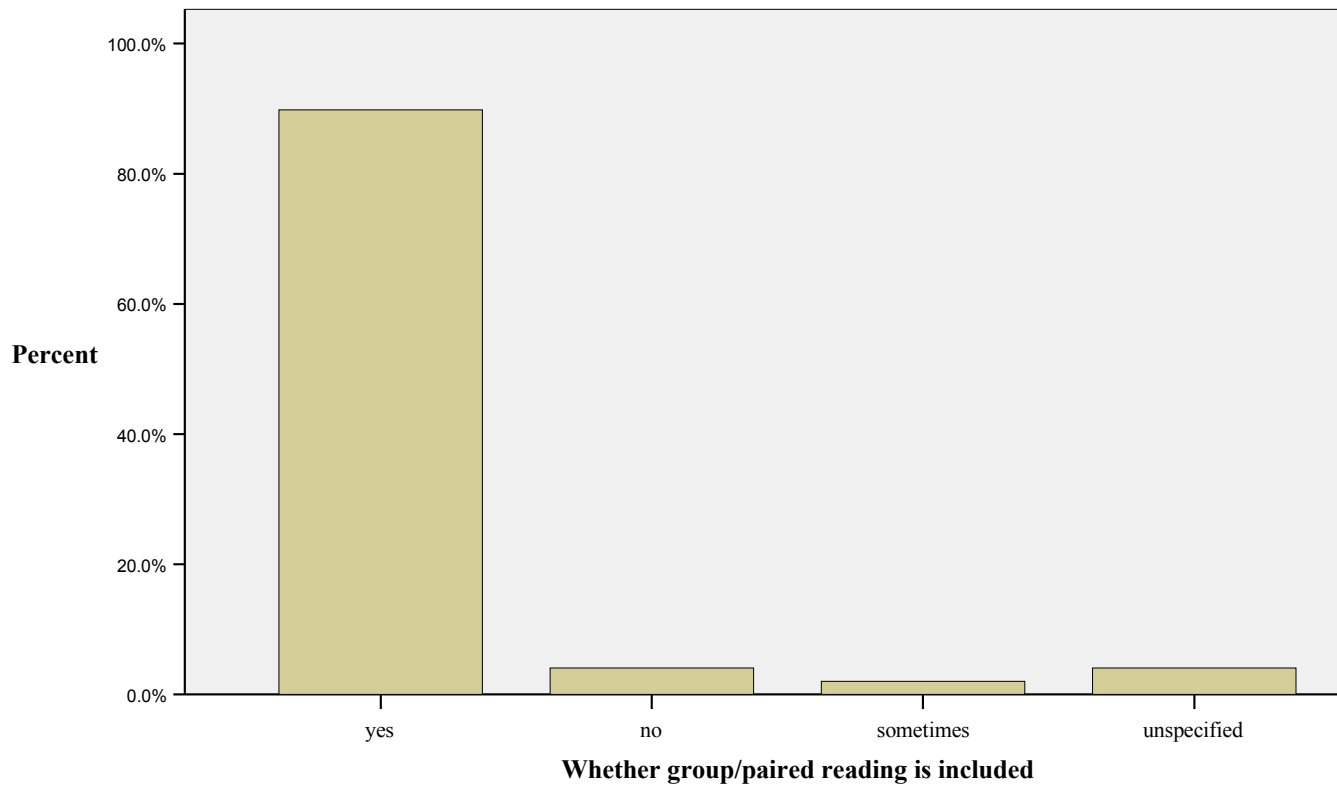
Graph 22 below represents teachers' responses to the question of 'do children within your class read individually or not?'



The majority (53.1% or 26) said yes; 15 teachers (30.6%) said occasionally; 6 teachers (12.2%) said no and 2 teachers (4.1%) didn't specify whether the children in their class read individually or not.

Graph 23: Question c.ii.2.

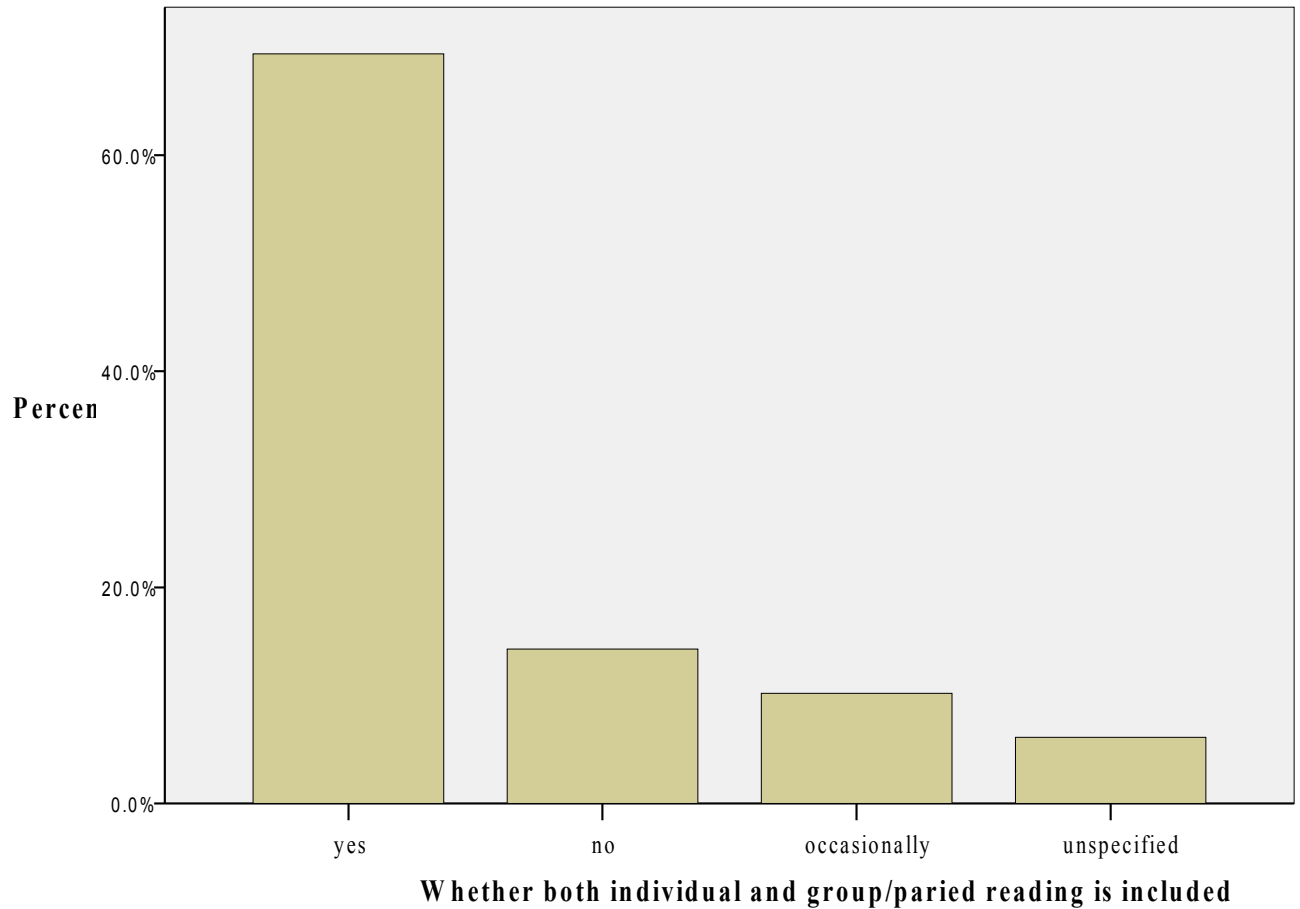
Graph 23 below shows teachers responses to whether children read in groups or in pairs.



The majority (89.8% or 44) said yes; 2 teachers (4.1%) said no; 2 teachers (4.1%) didn't specify and 1 teacher (2%) said children sometimes read in groups or pairs.

Graph 24: Question c.ii.3.

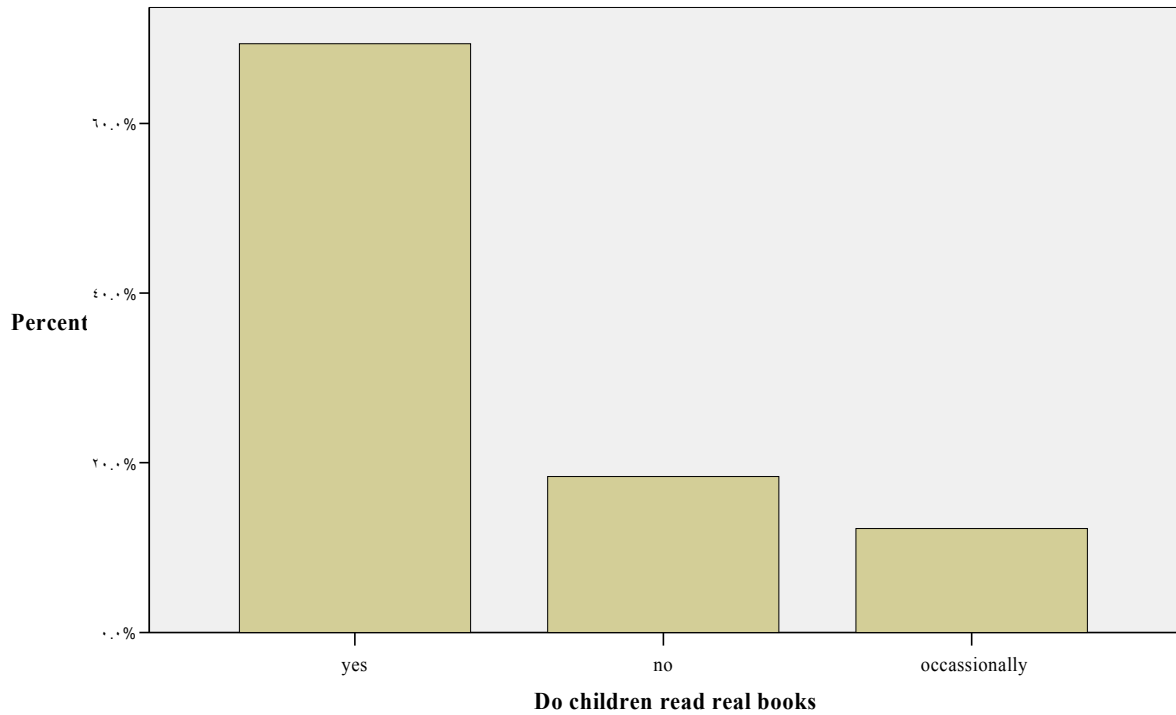
Graph 24 below represents teachers' responses when asked whether the children in their class read both in groups and individually or not.



The majority (69.4% or 34) said yes; 7 teachers (14.3%) said no; 5 teachers (10.2%) said occasionally; 3 teachers (6.1%) didn't specify whether or not the children in their class read both in groups and individually or not.

Graph 25: Question c.ii4.

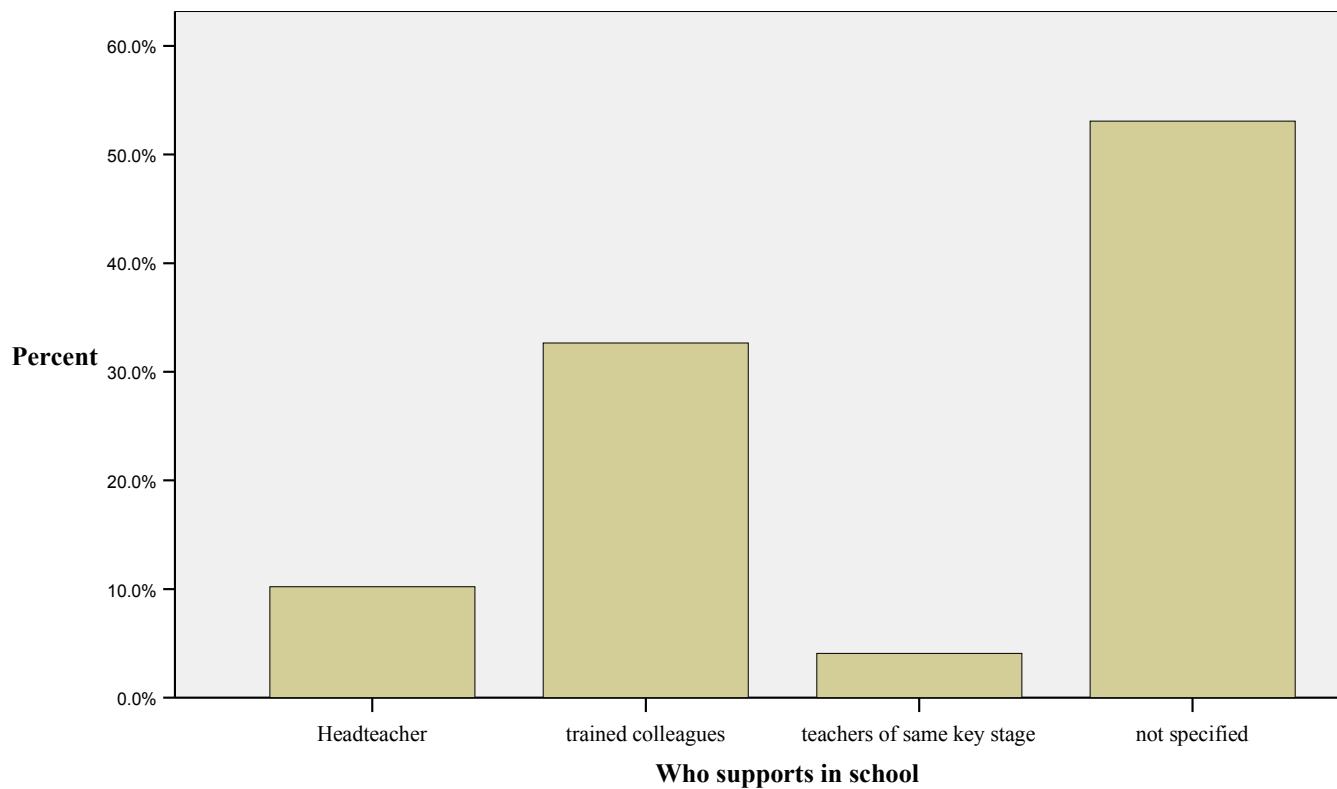
Graph 25 below shows teachers responses when asked whether children they teach read real books or not.



The majority (69.4 percent or 34) said yes; 9 teachers (18.4%) said no and 6 teachers (12.2%) said the children in their class occasionally read real books.

Graph 28: Question d.i.2.

Graph 28 below represents who teachers identified as being supportive for ERR within their schools.

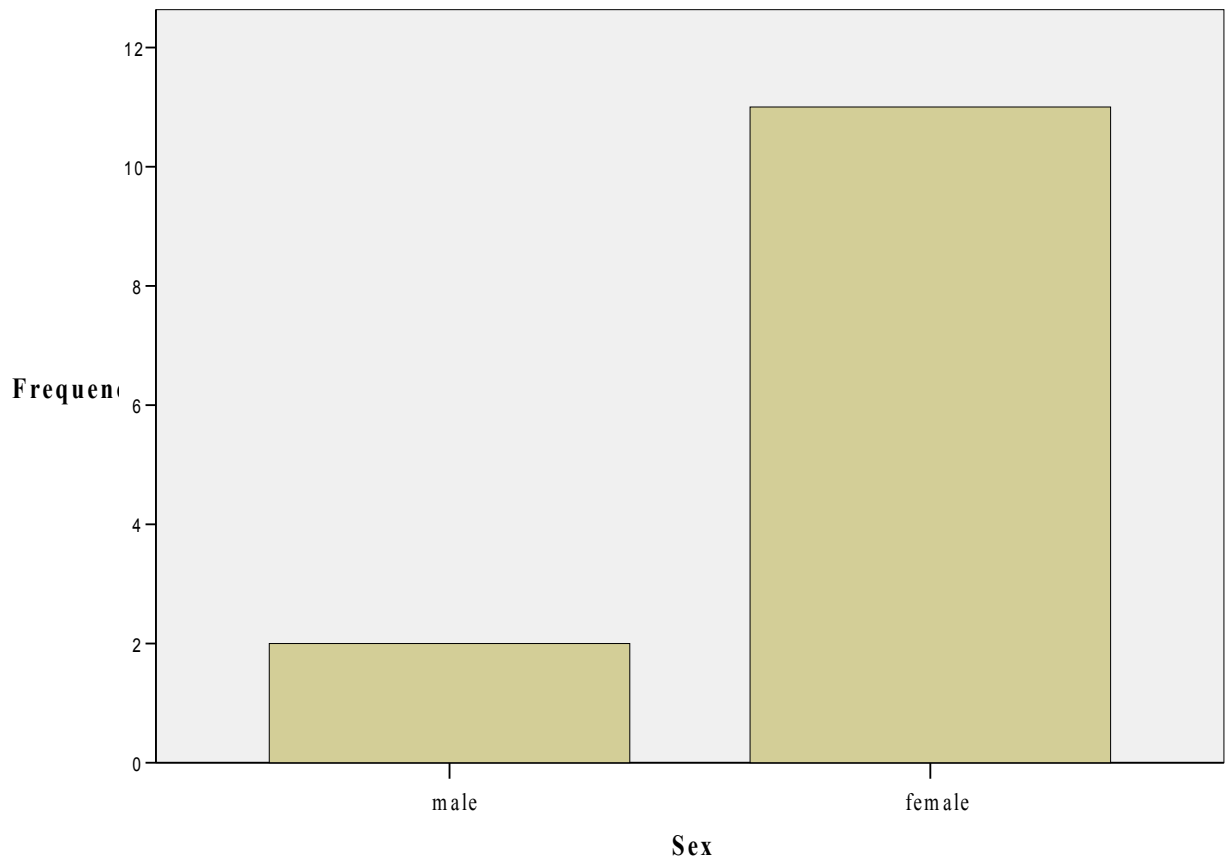


The majority (53.1% or 26) didn't specify; 16 teachers (32.7%) said trained colleagues; 5 teachers (10.2%) said the Headteacher and 2 teachers (4.1%) said teachers of the same key stage support with ERR.

Headteachers' questionnaires:

Section A: Background Information.

Graph 36: The graph below shows the proportions of male and female Headteachers who responded to questionnaires.



The majority of Headteachers are female (11) and the minority are male (2).

Appendix K: numerical raw data (teachers)

ID	teaching years	views isol 1to4	views with 1to4	views other 1to4	understanding 1to4
1	30	3	1	3	1
2	35	4	1	4	2
3	10	4	1	2	3
4	34	4	3	5	5
5	7	3	1	3	2
6	13	4	1	3	1
7	35	4	3	1	1
8	12	4	1	2	2
9	7	4	3	1	1
10	14	3	1	2	1
11	14	3	5	1	1
12	10	3	1	1	2
13	4	3	2	2	1
14	12	3	2	2	2
15	1.5	2	2	3	1
16	6	2	3	4	3
17	8	2	1	3	2
18	6	3	1	2	2
19	1	2	1	4	2
20	10	4	1	2	1
21	15	2	1	3	1
22	26	1	3	3	1
23	6	2	1	4	2
24	5	2	3	3	1
25	5	2	1	3	1
26	7	1	2	4	1
27	11	2	3	3	1
28	25	1	5	5	1
29	5	2	1	3	1
30	9	3	1	2	1
31	17	2	1	3	2
32	33	3	1	3	1
33	3	1	1	3	1
34	12	2	1	3	2
35	30	4	1	5	3
36	30	2	1	5	2
37	29	5	1	5	1
38	12	3	1	5	2
39	8	3	1	5	2
40	20	3	1	3	2
41	3	2	2	3	2
42	21	2	2	2	2
43	34	2	2	2	2
44	8	2	2	3	2
45	9	2	1	4	3
46	16	2	2	5	1
47	27	2	1	4	1

48	19	3	2	1	1
49	34	4	2	5	1

ID	supportinschool	whosupportsin	otherpotentialinsupport	deptsupport	Otherdeptsupport
1	7	2	11	5	4
2	2	4	11	1	6
3	4	4	1	1	2
4	2	7	11	1	3
5	8	7	6	1	1
6	10	7	11	1	8
7	10	7	8	1	7
8	6	4	11	1	6
9	7	7	11	1	8
10	2	5	3	2	3
11	10	7	7	1	6
12	10	7	11	1	6
13	6	2	5	1	4
14	6	4	5	1	9
15	2	4	11	1	8
16	2	4	4	1	8
17	1	4	9	2	8
18	2	4	11	3	8
19	6	4	10	5	4
20	1	7	11	1	8
21	7	7	5	6	8
22	1	7	11	1	8
23	6	2	4	3	6
24	2	7	11	1	8
25	1	7	11	1	1
26	1	4	11	1	10
27	1	7	11	1	8
28	7	7	11	6	8
29	10	7	5	1	8
30	9	4	6	1	8
31	1	7	3	1	8
32	9	7	11	3	4
33	1	4	6	1	8
34	10	7	11	1	8
35	2	4	11	1	4
36	10	4	5	1	8
37	10	7	11	3	8
38	2	7	11	6	5
39	10	7	11	3	4
40	8	4	11	1	8
41	1	4	2	2	8
42	10	7	11	1	8
43	10	7	11	1	8
44	2	5	4	6	11
45	2	7	5	1	12
46	10	7	12	1	8

47	10	7	11	1	8
48	7	2	11	1	8
49	2	2	5	1	8

ID	ERRteachingyears	othervalinitused	howERRtaught	factorsfacilwhole	Howtaughttotherthanwhole
1	5	6	1	14	2
2	5	16	1	17	2
3	1	17	1	3	2
4	3	6	1	18	2
5	2	14	1	7	2
6	0.5	1	1	4	2
7	4	1	1	19	2
8	2	5	1	12	2
9	1	10	1	18	2
10	1.8	16	1	17	2
11	4	16	1	15	2
12	1	5	1	15	2
13	2	17	1	20	2
14	2	11	1	17	2
15	1	17	1	20	2
16	1	16	1	8	2
17	2	16	3	12	1
18	2	17	1	7	2
19	1	10	1	12	2
20	3	16	1	8	2
21	4	9	1	18	2
22	3	5	1	13	2
23	3	17	1	14	2
24	1	17	1	8	1
25	1	17	1	20	2
26	6	17	1	20	1
27	3	17	1	20	2
28	4	1	1	18	2
29	2	17	1	20	2
30	1	16	1	8	2
31	1	9	1	7	2
32	3	16	1	18	2
33	2	1	1	12	2
34	2.5	16	1	20	2
35	3	1	1	9	2
36	3	1	1	20	2
37	1	16	1	8	2
38	1	5	1	20	2
39	1.5	17	1	20	2
40	1	1	1	9	2
41	1.5	8	1	9	2
42	1	5	1	18	2
43	1	5	1	18	2
44	1.7	16	1	18	2
45	1	2	1	18	2

46	2	16	1	18	2
47	1	17	1	18	2
48	1	16	1	12	2
49	2	16	2	18	1

ID	allcaccess	facfacilaccess	facpreventingaccess	differentiateasad	Facpreventingdiff
1	1	8	9	1	3
2	1	11	9	1	3
3	1	6	9	1	3
4	2	14	6	1	3
5	2	14	6	1	3
6	2	14	3	1	3
7	2	14	4	2	3
8	1	15	9	1	3
9	2	14	3	1	3
10	2	14	3	1	3
11	1	1	9	1	3
12	1	1	9	1	3
13	2	14	2	1	3
14	1	1	9	1	3
15	1	1	9	1	3
16	2	14	3	1	3
17	1	11	9	1	3
18	4	1	2	1	3
19	1	8	9	1	3
20	1	7	9	1	3
21	2	14	5	1	3
22	1	16	9	1	3
23	2	14	5	1	3
24	2	14	10	1	3
25	1	12	9	1	3
26	1	1	9	1	3
27	1	17	9	1	3
28	1	1	9	1	3
29	1	1	9	1	3
30	2	14	3	1	3
31	1	1	9	2	3
32	1	1	9	1	3
33	2	14	7	1	3
34	1	17	9	1	3
35	1	5	9	1	3
36	2	14	3	1	3
37	1	7	9	1	3
38	1	7	9	1	3
39	1	14	9	1	2
40	1	17	9	1	3
41	1	6	9	2	1
42	1	14	9	1	3
43	1	14	9	1	3
44	2	14	7	1	3

45	1	17	2	1	3
46	1	9	9	1	3
47	1	14	9	1	3
48	2	14	2	1	3
49	2	14	10	1	3

ID	Abiltodiffbeyond	reasonsforadddiff	numofdailysessions	Factorsfacilnumsessions
1	1	1	1	7
2	1	1	1	7
3	2	4	1	3
4	4	4	1	2
5	1	1	1	7
6	2	4	1	1
7	1	4	5	1
8	1	1	3	4
9	1	1	5	7
10	1	1	3	7
11	1	1	4	6
12	1	1	2	1
13	2	4	1	7
14	2	4	2	7
15	1	1	2	7
16	2	4	2	1
17	1	1	1	1
18	2	4	1	7
19	1	1	1	7
20	1	1	2	7
21	2	4	3	7
22	1	1	6	7
23	1	1	3	1
24	1	1	3	7
25	1	1	6	2
26	1	1	5	1
27	3	4	5	1
28	2	4	4	7
29	1	2	1	7
30	1	1	3	7
31	2	4	1	7
32	1	3	3	1
33	2	4	5	7
34	2	4	2	2
35	2	4	1	7
36	2	4	1	7
37	2	4	1	1
38	2	4	1	1
39	1	3	2	7
40	2	4	3	4
41	1	3	2	2
42	2	4	3	2
43	2	4	3	2

44	2	4	2	8
45	1	1	1	7
46	2	4	3	1
47	2	4	1	7
48	2	4	3	1
49	2	4	1	2

ID	factorspreventingsessions	lengthofsessions	Factorsaffectinglength	areasleasteasiesttoimp	spellingproginc
1	8	4	4	6	2
2	1	4	1	6	1
3	1	5	1	7	2
4	1	3	6	3	1
5	9	3	10	6	1
6	1	3	6	6	1
7	1	2	6	8	1
8	10	2	2	6	1
9	1	5	10	6	1
10	9	3	10	6	1
11	10	3	10	9	1
12	1	3	1	3	1
13	9	5	12	5	1
14	1	3	8	10	1
15	2	3	8	11	1
16	1	3	10	7	2
17	1	4	12	6	1
18	1	5	5	6	1
19	1	5	11	12	1
20	6	6	9	11	1
21	1	4	12	5	1
22	10	7	10	13	1
23	1	4	5	6	2
24	1	3	10	6	2
25	1	3	4	5	2
26	1	3	6	6	1
27	10	3	10	10	1
28	10	3	10	6	1
29	9	5	5	6	1
30	2	3	12	6	1
31	7	5	5	8	2
32	10	3	10	6	1
33	10	3	10	6	1
34	1	4	10	6	1
35	1	3	10	6	1
36	1	5	1	9	2
37	1	4	5	11	1
38	1	4	5	3	1
39	1	3	1	5	1
40	1	2	6	6	1
41	1	3	6	10	1
42	1	3	10	12	1

43	1	3	10	11	1
44	1	1	12	4	1
45	1	4	6	6	1
46	1	3	10	6	1
47	1	4	10	9	1
48	1	3	3	12	2
49	10	7	3	6	1

ID	timespellprogtoughtfor	individualreading	grouppariedreading	bothindividualandgroup
1	10	3	1	4
2	1	1	1	1
3	10	3	1	1
4	2	1	1	1
5	5	1	1	1
6	3	1	1	1
7	1	1	1	1
8	6	1	1	1
9	9	1	1	1
10	9	3	1	1
11	3	3	1	1
12	3	3	1	1
13	9	1	1	3
14	5	1	1	1
15	3	3	1	1
16	10	3	1	3
17	1	3	1	3
18	2	3	1	1
19	1	1	1	1
20	3	2	2	2
21	9	3	1	1
22	1	1	1	1
23	10	2	1	2
24	10	2	1	2
25	10	1	1	1
26	6	1	1	1
27	6	1	1	1
28	10	1	1	1
29	10	1	1	2
30	10	1	1	1
31	10	1	1	1
32	3	3	1	4
33	9	1	1	1
34	9	3	1	3
35	9	3	2	1
36	10	1	3	3
37	3	1	1	1
38	5	1	1	1
39	9	3	1	1
40	9	4	4	1
41	5	1	1	1

42	10	2	1	2
43	10	2	1	2
44	9	1	1	1
45	5	1	1	1
46	10	1	1	1
47	7	4	4	1
48	10	2	1	2
49	10	3	1	4

Numerical raw data: Headteachers

ID	sex	viewserreffecinisol	viewserreffecwithothers	viewsunderstandingprinciples
50	2	2	1	1
51	2	2	2	1
52	2	4	2	2
53	2	5	1	1
54	2	2	2	2
55	2	5	1	1
56	2	5	1	3
57	2	4	1	2
58	1	4	1	2
59	2	4	2	2
60	2	3	1	1
61	2	4	2	3
62	1	1	1	2

ID	Howdeptcansupportimp	Othermethodsmoreeffec
50	1	4
51	2	4
52	5	3
53	6	5
54	7	3
55	8	2
56	2	5
57	5	2
58	9	3
59	8	3
60	3	3
61	9	3
62	1	3

Paper 2:

Abstract

This study aimed to engage with teachers to help them reflect on their practice relating to Early Reading Research (ERR) so to address pedagogic principles-that being, not only what teachers do but how they do it and why. Therefore, this study builds on the outcomes of the past research (see

results section pg. 26-56, paper 1). Twenty-two primary school teachers and six Headteachers from six primary schools across the island of Jersey were interviewed about aspects relating to ERR. Many teachers felt that ERR was taken on within their school because it was encouraged, but also because it was available by the Education Department. Despite this, teachers felt that there was a general need for a structured phonics initiative within their schools. Most teachers said that they felt well supported with ERR but they highlighted the need for ongoing support. The theory and research relating to ERR was well supported by most teachers, but there were problems associated with applying the theory into effective classroom practice. Feeling constrained by the prescribed structure of ERR was common in teachers' accounts. Despite this, many teachers stated the benefits of particular aspects of ERR and they anticipated its ability in forthcoming years to plan a clear path of literacy development for children in the primary years. The research findings suggest a clear way forward to the development of ERR within the context of Jersey. The outcomes of the research also provide an insight into how other initiatives can be developed and sustained to ensure their success.

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Introduction:

There are fewer constraints in Jersey's schools compared to those in the UK as they are not formally inspected and it is not mandatory that they adopt initiatives. It is therefore acknowledged that the achievement of the Education Department's intentions is only possible through the enthusiastic commitment of staff, partners and supporters. The Education Department has an

increased interest in the commitment and enthusiasm of teaching staff that are at the ‘chalk face’ of implementing initiatives and developing practice to ensure that all children are receiving their entitlement. It is well recognised from theories of the human side of the change process, (Evans, 1996; Fullan, 1997; Goodlad, 1984; Hargreaves, 1997) that passion and engagement is required of individuals and systems in order to sustain change in an organisation. There are a range of central training initiatives in Jersey for which this issue is pertinent. This research looked at the Early Reading Research (ERR) initiative, as an example.

Whilst observing teachers on the ERR training course, I felt that there may be a disparity between the interactions and engagement of teachers on the course and the style of the training. There could be a possibility that the commitment and enthusiasm of teachers on the course was constrained by the didactic nature of the training and a possible disparity between teachers’ views and those of the trainer. I felt that there was little room for open discussion to take place within training sessions. The impact of how the initiative was changing teachers’ lives was not acknowledged. ERR was originally developed by a number of people, however Dr Jonathan Solity from Warwick University has consistently been at the forefront of the research and development of ERR. Solity (2003) proposes that by using the ERR initiative, children are taught to read through three whole class daily sessions lasting 15 minutes. During each session children practice synthesis, segmentation, phonics and sight vocabulary skills for eight minutes (two minutes per skill) and then spend the next seven minutes sharing a book. Children are taught to read through ‘real books’ rather than reading schemes. Teachers are shown how to differentiate the ERR sessions and underpin their teaching of children of varying abilities through a common set of instructional principles. For a more in depth description of ERR, see appendix I paper 1.

ERR is designed to stand alone. The expected outcomes of ERR are to raise literacy standards of all children, significantly reduce the incidence of reading failure and reduce educational disaffection (Solity, 2003). Solity explained this to teachers during an ERR training session but he highlighted that ERR will only help children across the attainment distribution to improve their reading if it is adopted in the ways outlined in the ERR training. He said that ‘there is no need for other initiatives or strategies to be used’. Despite this, it has been acknowledged from the findings of the previous research that schools are using a wide range of approaches to teach reading.

ERR made its way into Jersey’s schools after a selection of Headteachers and Education Department personnel observed ERR being taught in the UK. Following on from this, ERR was piloted in five schools. An additional nine schools adopted ERR the following year. Since then, an increasing number of Jersey’s schools have taken it on. Currently, 20 out of the total 30 primary schools have adopted ERR and 84 teachers are using ERR within their schools. A development group is running in Jersey with the aim of supporting ERR. Also, two of Jersey’s Education Support Team advisory teachers have been trained to teach ERR. They have been solely training ERR for the past year, using training materials provided by the developers. The advisory teachers also train teachers using other initiatives to teach children to read e.g. Reading Recovery (RR).

This study aimed to engage teachers in reflecting on their practice relating to ERR, so as to address pedagogic principles-that being, not only what teachers do but how they do it and why. Schon (1983, pg. 46) argues that professionals do not depend on applying their theoretical knowledge in practical situations. He states that they rely, to a large extent, on knowledge grounded in

experience which he calls ‘knowledge in action’. Fisher (2004) states that ‘more needs to be done to engage individual teachers in reflecting on their own teaching and to address pedagogic principles; not only what teachers do but how they do it’ (Fisher, 2004, pg. 139).

The people most interested in issues around the impact of teaching and learning are surely the teachers who are involved in day to day curriculum delivery. Engaging with the very people who have a unique and valued contribution to make, and then feeding this back into the process of training and support, is essential to the development of initiatives such as ERR. Finding out how teachers’ views can influence the attitudes and perceptions of those involved in the delivery of ERR can aid the development of what Leithwood, Jantzi, & Mascal, (1999) describe as a ‘commitment strategy’ as a means of supporting teachers. Leithwood et al. (1999) suggests that a commitment strategy aims to develop innovative working arrangements as a type of school improvement instead of bureaucratic control. This supports teachers’ decision-making and increases teachers’ engagement in the tasks of teaching. Dawes (1999) recognises that teachers influence practice in schools; however it is vital that support is offered to enable teachers to change their practice. This is essentially what the study set out to investigate.

It was anticipated that the current research would develop the outcomes of the previous research (see results pg. 27-58, paper 1). The methodological approach illuminative evaluation (IE) will be used as it was in the past research and it is hoped that by using a different method to gather data, a greater focus can be placed on not only what teachers do, but how they go about teaching ERR and why. The research process will aim to help teachers reflect upon their practice which was not observed to be part of the ERR training and the past research (see results pg. 27-58, paper 1).

Therefore, this research aimed to put ‘flesh on the bones’ of the questionnaire responses in the previous research.

The research also set out to extend my own thinking and improve my practice as an Educational Psychologist in training by consulting with teachers and creating open and honest dialogue to ensure that effective problem solving can take place. The research therefore reflected my own practice, in the ways I engaged and consulted with teachers.

In summary, the aims of the current research included:

- 1) Exploring how using a different method to collect data has an effect upon the dialogue and responses given to explore new areas of focus and discussion.
- 2) Helping teachers reflect upon their practice relating to literacy teaching, by not only exploring what they do, but maintaining more of a focus on how and why they do it.
- 3) With regard to the aims above, some of the factors from the previous research (see paper 1) were explored in more depth. These are outlined below:

- The level of need for ERR
- Teachers’ experience with other literacy based initiatives and how this compares with their experience of using ERR
- Views about ERR including the essential factors and barriers for its success
- Levels and nature of support
- School wide attitudes about the initiative and the influence of this on practice

- Understanding about the supporting research and principles.

The research was not fixed by these factors and it aimed to explore other themes relating to how the ERR initiative was impacting upon the lives of teachers.

Method:**Design:**

A non-experimental design was used as there was no attempt to change the situation, circumstances or experiences of participants. The methodological approach IE was adopted as it was felt to be an appropriate and well-suited approach to explore to aims of this process-focused research. IE aims to study how an innovation operates, how it is influenced by the various

situations in which it is applied and what those directly concerned regard as its advantages and disadvantages (Parlett & Dearden, 1977). IE is described in more detail below.

Illuminative Evaluation:

Parlett and Hamilton (1976) developed the research methodology IE in order to focus on exploring education programmes as a whole in their natural context. IE is described as an exploratory process that is particularly appropriate when evaluation purposes require exploration that leads to description, understanding and decisions to effect improvements rather than measurement and prediction (Sloan and Watson, 2001). Therefore IE takes account of wider contexts and is primarily concerned with description and interpretation rather than measurement and prediction. In short, it seeks to illuminate a complex array of questions. For example, Watson and Sloan (2001) used IE to investigate the reciprocal interpersonal interactions between clinical supervisors and their supervisees as they reported that a common problem with many of the previous studies carried out in the field was the lack of an adequate description of the potent components integral to the intervention being investigated (Hallberg & Norberg 1993, Berg et al. 1994, Hallberg 1994, Palsson et al, 1996). This research is similar to Watson and Sloans' as it is process focused as it aims to explore the processes of how and why ERR is implemented and embedded within schools in order to gain a better understanding of how its use within schools can be improved. As well as this, this study aimed to engage teachers in reflecting on their practice relating to ERR and look at not only what teachers do, but how they do it and why. The research did not aim to measure ERR within schools and predict how well it is being implemented and embedded. Therefore there no attempts will be made to manipulate, control or eliminate situational variables within the contexts within which ERR is operating in but to unravel the situation and discern significant features.

Interviews have been cited as offering many methodological possibilities for collecting data in IE research (Parlett and Hamilton, 1976). The aim is to uncover as much as possible of the interviewee's understanding, reasoning and biographical perspective. Parlett and Hamilton (1976) comment that the evaluator seeking illuminative is more likely to use unstructured or semi structured interviewing at the beginning of an evaluation, being careful not to set the interviewee's agenda or have an undue influence on the responses. Like in Watson and Sloan (2001) research, it was felt that interviews and audio recordings would be an appropriate method of collecting data in this IE research. The factors found in previous research were used to guide the nature of the semi-structured interviews in the first instance and it was hoped that by using a different method of data collection, new areas of focus and discussion would be identified.

There has been a growing interest in using approaches that assist Jersey's schools to develop by using their own resources in the way that this IE research allows. It is seen as a feasible and useful way to create change and evaluate progress.

Participants:

Twenty-two primary school teachers and 6 Headteachers from a selection of 6 primary schools across the island of Jersey made up the total sample. Three of the teachers also had the role of being Educational Needs Coordinator and two teachers also had the role of being Literacy Coordinator within their schools. Teachers taught ERR either in Reception, Year 1 or Year 2 within their schools. Schools were selected on the basis that they would provide a representative

sample of the different geographical regions of Jersey. Half (N=3) of the schools were located in rural areas and half (N=3) were located in urban areas of Jersey. The sample was recruited on an opportunity basis. Teachers who took part in the research described in paper 1, volunteered to take part. The majority of the sample was representative of a white British population.

Measures used:

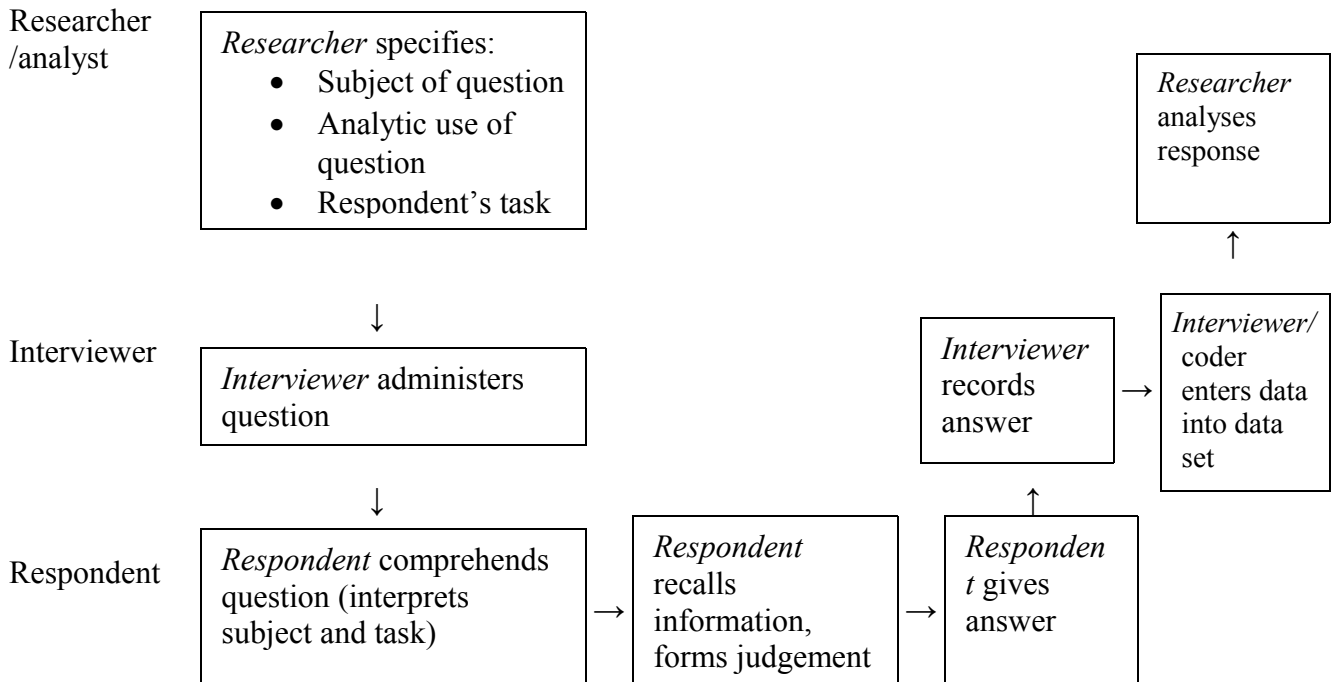
Surveys in the format of semi-structured interviews were used to collect data. It was felt that this method of data collection best suited the aims and objectives of this IE research and King (1994) argues that interviews are appropriate where data is required to clarify and illustrate the meanings of findings in past research. Rapport could be established which was felt to be important in order to develop open and honest dialogue with teachers. Semi structured interviews were used as it was felt necessary for pre-determined questions to be devised. However, this method allowed for flexibility in terms of the order, wording and omitting of questions. Therefore as an interviewer, I was free to probe interesting areas that arose out of discussions and could follow the participant's responses more flexibly than a structured interview would allow. Collecting survey data by means of semi-structured interview involved designing an interview format, which is explained in the section below (see appendix B and C for examples). This was completed face to face with participants as they were accessible enough for this to be feasible.

Designing and Planning the Interview:

An interview schedule was produced in advance as it was felt that this would enable more guidance in what the interview might cover, the difficulties that may be encountered and how these difficulties might be dealt with. Also, it was felt that having thought about how the interview may

take shape, more concentration and confidence could go into the dialogue. In designing and planning the interview schedule, Czaja and Blair's (1996) model was considered. It presents how survey questions fit into the overall survey process (see figure 1 below).

Figure 1:



This model was felt to be useful as it emphasises the process of the interview (including the respondent's tasks which involve interpreting the question, recalling information which is relevant to it, deciding on an answer and reporting that answer to the interviewer). In light of this, it was felt important that respondents understood the questions in the way that was intended, have the accessibility of the information needed to answer them, be willing to answer them and actually answer in the form called for by the question.

First of all however, in order to build rapport with the interviewee and open the interview, the schedule began with a scripted, introductory comment. A closing comment was also included at the end of the interview schedule (see Appendix B and C).

A list of topic headings were included in the main body of the interview schedule as outlined below (however these were not fixed and altered in the sequencing and wording of questions, and in the amount of time and attention given to different topics):

- Need for the initiative and the suitability of the initiative to the defined issue
- Experience with ERR and other similar initiatives. Comparisons between ERR and other initiatives and the implications of experience of implementing ERR
- Barriers and enabling factors to the success of ERR
- Levels and nature of support
- Understanding about the supporting research and principles
- School wide attitudes about the initiative and the influence of this on practice

These topics were ordered in the sequence outlined above as it was felt that this would be the most appropriate. Opening up the interview with simple questions about the suitability of ERR to the context, whilst leaving sensitive areas until later in the interview allowed respondents to become more at ease with speaking to me.

Key questions and associated prompts relating to the topics outlined above were constructed and included within the interview schedules. In terms of question design, Robson (2002) states that the

best answers are gained to specific questions about important things, in the present or recent past. Questions therefore related to ERR in the present tense. There were certain questions contained in the interviews that were factual, and therefore it was assumed that answers were easy enough to get at (e.g. ‘how many years have you been teaching?’). There were also questions which were factual but some respondents may not have been in a uniquely favourable position to answer them (e.g. ‘has your school considered any alternative initiatives to ERR?’). Therefore there may have been an element of response bias which was considered in the data analysis. There were also questions which relied upon the respondent’s memory account (e.g. ‘since you have been in teaching, what other literacy initiatives have you used in your past practice that you’ve found valuable?’). The implications of this were also taken into account when the data was analysed.

Questions pertaining to beliefs and attitudes made up the majority of questions asked and therefore it was recognised that these were often complex and multidimensional and relatively difficult to access (Robson, 2002). In response to this, Robson (2002) outlined the importance of using multiple questions in order to gain a richer picture. A pilot was conducted in order to gauge interviewee’s responses to questions that were seemingly complex and aid the construction and wording of questions. This is detailed below.

Pilot:

It was also felt important to pilot the interview schedules to ensure that the questions delivered in relation to the research aims. This took place with three practising ERR teachers, two of whom were also Literacy Co-ordinators within their schools. The pilot used an informal approach to discuss the interview questions in depth. The interviewer asked the interviewees various aspects

relating to the aim of the question, how the question was interpreted, how they felt about answering the questions and the implications that this had on responses. The teachers were also asked about the performance of the interview, as well as the interview schedule and it was felt that a constructive assessment of the interview performance was possible.

Reliability and Validity:

It is essential that the possible threats to reliability and validity for this research are considered for this qualitative research. Robson (2002, pg. 170) states that ‘the terms ‘reliability’ and ‘validity’ are avoided by many proponents of flexible, qualitative design.’ Definitions and discussions of alternative terms are provided for example, Guba and Lincoln (1985, pg. 294-301) prefer ‘credibility, transferability, dependability and conformability’. Claiming that a piece of qualitative research is valid can be defined as ‘something to do with it being accurate, or correct, or true’ (Robson, 2002 pg. 170). Robson (2002) acknowledges that this is difficult as it is questionable whether it is possible to recognise situations and circumstances which make validity more likely. Therefore he suggests that an alternative approach which focuses on the credibility of the research. Maxwell (1992) provides a description of the kinds of understandings involved in the description, interpretation and theory of qualitative research. Each of these stages has particular threats to validity and need to be considered for this research.

The main threat to providing a valid description of what has been heard or seen is described to lie in the inaccuracy or incompleteness of the data (Maxwell, 1992). Therefore, Robson (2002) suggests that audio-taping should be carried out wherever possible. Providing that participants

consent to be taped, this will take place during interviews. Full transcripts will be produced. Detailed descriptions will allow a closer analysis of the conversations held.

With regards to the interpretation of data, Maxwell (1992) states that the main threat to providing a valid interpretation is that of imposing a framework on what is happening rather than this emerging from what is learnt during involvement with the setting. The main method of data analysis involved using Interpretative Phenomenological Analysis (IPA) as this was regarded as a suitable approach in trying to find out how individuals perceive the particular situations they face. This method involves detailed case by case analysis of individual transcripts aimed to say something in detail about the perceptions and understandings of each participant. Interpretations were continually recorded and justified which emerged from ongoing involvement with the data.

Failure to consider alternative explanations or understandings of the phenomena being studied is described by Maxwell (1992) as the main threat in relation to the 'theory' of research. The research process was exploratory and therefore it did not try to prove or disprove any theories. Also, the active role of the researcher in the interview process was considered. This included how the researcher's own conceptions could potentially interfere and complicate the data.

As IPA is a phenomenological approach to qualitative research, the importance of reflexivity or 'an awareness of the ways in which the researcher as an individual with a particular social identity and background has an impact on the research processes is stressed (Robson 2002, pg. 172). Ahern (1999, pg. 408) takes the views that 'the ability to put aside personal feelings and preconceptions is more a function of how reflexive one is because it is not possible for researchers to set aside things

about which they are not aware'. Suggestions to help achieve 'reflexive bracketing' (Ahern, 1999) or using reflexivity to identify potential bias included recognising feelings that could indicate a lack of neutrality, clarifying my personal value system and writing down any personal issues in undertaking the research. The taken for granted assumptions associated with my gender, age and the political milieu of the research were considered. Also, where I belong in the power hierarchy and the issues associated with my role in carrying out the research were considered. Robson (2002) emphasises the potential for bias in flexible design research as there is typically a close relationship between the researcher and the setting, and the researcher and the respondents. Padgett (1998) outlines the strategy 'triangulation' in helping to deal with this. Triangulation involves the use of multiple sources to enhance the rigour of the research (Robson, 2002). Methodological triangulation was used in the current research as qualitative and quantitative approaches were combined from the results of papers one and two. Data triangulation or the use of more than method of data collection was also used as the results from this research were compared with the findings of the past research. The strategy of an 'audit trail' to deal with threats to bias was also described by Padgett (1998). This involves keeping a full record of activities while carrying out a study. A record of the raw data, researcher journals and details of coding and analysis (see appendix B, C and D) was kept in the current research. The methods described above aimed to help reduce any threats to validity in the current research however, Robson (2002 pg. 176) comments that 'there is no foolproof way of guaranteeing validity'. He goes on to state that 'most threats to validity in flexible design research are dealt with after the research is in progress' (Robson, 2002 pg. 176). Therefore, threats to validity will be described in further detail in the discussion section.

Reliability refers to ‘the stability or consistency with which we measure something’ (Robson 2002, pg. 101), Robson (2002, pg. 176) states that ‘general non-standardisation of many methods of generating qualitative data precludes formal reliability testing’. However, he comments that strategies can be adopted to support the reliability of qualitative research. The audit trail described above is one way of achieving this as well as being thorough, careful and honest in carrying out the research. Robson (2002) states that as there are common pitfalls in data collection and transcription including equipment failure, environmental distractions, and transcription errors and strategies can be used to minimise the risk from these errors. The technicalities of using the dictaphone were well rehearsed to ensure it was easy to use and therefore less likely to interfere with the interview process. Spare batteries and tapes were carried in case either of these ran out during the process of the interview. As I transcribed each interview, I thoroughly checked the transcriptions and my supervisor also read the transcriptions. A quiet room was requested for the interviews to take place in.

Maxwell uses the term ‘generalisability’ in relation to the reliability of qualitative research. Internal generalisability refers to ‘the generalisability of conclusions within the setting studied’ and external generalisability refers to the ‘generalisability beyond that setting’ (Maxwell, 1992 pg. 96). With regards to internal generalisability, participants were interviewed on an opportunity basis and therefore there was no selectivity in relation to participants who took part in the research. A large sample was recruited so the findings would be more generalisable to the population of teachers. As the research was concerned with a specific initiative, the study could only be replicated in other schools contexts that are using the same initiative ERR. However, the data may provide insights

which possess a sufficient degree of generality to allow their projection on to other initiatives within schools.

Procedure:

Letters

Letters were constructed and addressed to the 38 teachers who originally agreed to be interviewed in the first phase of the study (see appendix A). Letters reminded teachers of their agreement to discuss their views about ERR in further detail. They also further outlined the purpose of the research in relation to the research aims, gave an estimated time interviews would take and a choice of location (either the teacher's school or the Education Department). On a separate sheet, date and time slots were listed over a 4 week period whereby teachers were asked to tick when they would be available. This was enclosed with the letters. It was felt that by giving teachers both a choice of location and dates over a lengthy period, they would be more willing to follow through with their agreement to partake in further research about ERR.

Conducting the Interviews:

As described above, teachers were invited to partake in further discussions about ERR. A total of twenty two teachers and six Headteachers agreed to take part. Times and dates were organised and then participants were contacted to confirm final times and dates. All respondents choose to be interviewed within their schools so therefore traveling times was taken into account and managed between interview appointments. Two sets of teachers (three from one school and four from another) requested to be interviewed as a group. This was agreed and the implications of group interviews on the research outcomes are included in the discussion. Interview schedules were

designed (see above), produced and printed on to cue cards. A dictaphone was used to record the content of the interviews which allowed concentration to be maintained on the interview.

Data Analysis:

The qualitative data analysis package NVIVO was explored however, it was felt that NVIVO inflicted specific approaches to data analysis which were not appropriate for this research and there were difficulties in changing categories of information once they had been established. Therefore, NVIVO was disregarded. Interpretative phenomenological analysis (IPA) was used as the main method of data analysis. This is described in detail below.

Interpretative Phenomenological Analysis:

As Smith and Osborn (2008) claim that it is not possible to carry out IPA without tape recordings, interviews were taped and a permanent record of interview discussions was kept. Full transcripts were produced as it was felt that detailed descriptions would allow a closer analysis of the conversations held.

IPA emphasises that the research exercise is a dynamic process with an active role for the researcher in that process. Smith (1996) comments that attempts to understand the participant's perspective requires interpretative activity on the part of the researcher. Using semi-structured interviews was outlined by Smith and Osborn (2008) to be the best and most common way to collect data for an IPA study. Partially constructed interview schedules allow a degree of openness, so that given answers could be further probed. Interviewees were therefore not restricted and could

follow the direction that the interview took. Semi-structured interviews enabled the interviewer to enter the psychological and social world of respondents with particular areas of interest.

Each transcribed interview was numbered and key questions were also given a number to make it easier for comparisons to be made between interviews when the data is analysed (see appendix D). It was felt that the qualitative data may be useful in supplementing and illustrating the quantitative data obtained from surveys carried out in paper 1. Certain questions were specific to certain individuals and so these questions were regarded purely on an individual basis. Comments and reflections were noted on the full transcripts and similar phrases, themes and sequences were highlighted to help focus the data collection. Common themes were collated and linked to the literature in the form of constructs and theories.

IPA has its roots in phenomenology because it insists that events and objects are to be understood by investigating how they are experienced and given meaning by an individual through that individual's life world (Bramley and Eatough, 2005). Phenomenology can be described as the framework for IPA. IPA involves detailed examination of the participant's lived experience. It attempts to explore personal experience and is concerned with an individual's personal perception of events. For these reasons, Smith and Osborn (2008) state that research questions in IPA projects are usually structured broadly and openly and IPA researchers usually try to find a homogeneous sample for which the research questions will be significant. Teachers formed the sample in the current research as they have the experience and knowledge to explore ERR.

Ethical practices and issues:

The certificate of ethical research approval was filled out and approved by the University of Exeter. The ethical practices outlined in this certificate were followed as they were in the previous research carried out in paper 1 (see method pg. 24-26, paper 1). Other ethical practices that were carried out are outlined below.

As participants volunteered to take part in this research, there was an element of choice on the participant's behalf. Letters were sent out to participants outlining the nature of the research and the practicalities of carrying out the research (see Appendix A) therefore participants were briefed about the research. Once the data was collated and analysed, participants were sent thank you letters to show appreciation for the time and effort given. The opportunity to be de-briefed about the findings of the research was also highlighted.

Participants were asked if recordings could be made for the purposes of data analysis prior to the interviews being conducted. Participants were given the right to anonymity and it was highlighted that names would not be kept on any recordings or transcriptions and data will be kept in strict confidence. No personal data will be disclosed to unauthorised third parties and individuals and institutions will not be identifiable in training reports, presentations, work files or publications. Taped interviews will be securely stored in the Education Department for safe keeping. The data will not be used for any other purposes other than the current research unless participants agree.

No planned procedures involved the risk of harm, detriment or unreasonable stress to participants. Interviews were piloted to eliminate un-necessary, unclear or over-lapping questions therefore reducing the possibility of inducing stress, anxiety or boredom in respondents. It was hoped that

the involvement of respondents to answer questions would come out of the guarantee that the research would not harm them and results would be kept strictly confidential.

Results:

The results will begin by focusing on the research aims. As there were overlapping themes arising from questions asked in the interviews, the common themes will be presented. Summaries of responses relating to themes are presented in tables. These can be viewed in Appendix D. Individual quotes are included in the body of the text to present evidence for discussions about the main themes. Each quote will be presented with a coded number on each transcription in order for

responses to be tracked. Names of people discussed have been omitted from quotes for confidentiality purposes.

1. The need for ERR:

Teachers' perceived level of need for ERR within their schools formed an area of focus. Teachers were asked whether or not they felt there was a need for ERR within their schools and if so, what reasons for this need were. They were also asked why ERR was taken on in their schools and whether any alternative initiatives have been considered since the implementation of ERR.

Teachers' responses to these questions clustered around six subordinate themes: the general need for a phonics initiative within schools; benefits provided; the need to fill gaps from past initiatives; suitability to context; encouragement and availability. Each theme will initially be considered in turn and as there was some overlap between themes, the connections between themes will be discussed in the summary.

The general need for a phonics initiative:

Many teachers felt that there was a general need for a phonics initiative within their schools. However, some teachers said that this was not specific to ERR. The word 'specifically' was used by the interviewer in the question: 'Do you think the ERR initiative is specifically needed within your school?' in order to highlight the particular level of need for ERR as an initiative within schools. There were few teachers who gave a categorical answer of yes or no to this question, but

instead an elaboration of the reasons why there is a general need for 'a' phonics initiative within school was provided:

- 5: *'I wouldn't necessarily say that ERR is particularly the correct initiative'.*
9: *'specifically needed? I think something is needed, an initiative is needed to guide the structure of what we are doing in literacy'.*
13: *'I think something like the ERR initiative is needed within the school' 'I think there are some specific things that it focuses on that are needed within a reading program'.*

It can be seen that teacher 5 and teacher 9 make reference to the need for something to guide the structure of the literacy curriculum. Teacher 13 highlights the need for parts of ERR within a reading program. Therefore, many responses are alluding to the fact that initiatives like ERR are needed but there are advantages of specific aspects of the ERR initiative like the structure. Other benefits described by teachers are outlined below.

Suitability to context:

The suitability of ERR within differing school contexts was described by some teachers. One teacher felt that ERR was not particularly suited to the needs of her school and therefore there was not a need for it from the outset:

- 16: *'I didn't feel that when it first started that we had a huge problem with reading in school. When I looked at the statistics that came from an area in the East end of London, which yes, these children had amazing difficulties and obviously they needed something and he'd gone and worked with them and yes that was great but looking at the kind of school we had and looking at the kind of school they had there, there were very very different difficulties and problems and our reading wasn't bad'.*

Teacher 16 emphasises that the supporting research for ERR was carried out in a very different context to her school, where it was clearly suited to target the defined problem. However, there was not a specific problem with reading in her school and therefore there wasn't a need for ERR. Contrary to teacher 16's views, Headteacher 4 and Headteacher 5 acknowledge how essential a structured literacy initiative is within their schools:

- 4: *'we've strived to introduce a phonics programme and when this one came in we thought it suited us'.*
- 4: *'they do need a very structured phonics program to help them with the mechanics of reading'.*
- 5: *'When I first took over as a head, I was desperate for a formal and structured literacy initiative'.*

It was interesting to note that Headteachers 4 and 5 use the words 'desperate' and 'strived' in their accounts to describe the level to which they needed a literacy initiative/phonics program. Note that both Headteachers highlighted the need for a 'structured' initiative. This was consistent with many teachers' accounts. Again, this is consistently described as one of the benefits of ERR (see below). It can be seen that Headteacher 4 initially said that ERR was particularly suited within her school; however she later acknowledges the general need for children to be taught with 'a' structured phonics program. She also said later in the interview that it would be a drain on resources to do anything else, therefore showing that other alternative initiatives had been considered but cost implications of changing initiatives were a reason for staying put solely with ERR.

Teacher 12 also makes reference to the fact that other initiatives were considered, particularly 'Read Write Inc.' (RWI). However, the idea of an alternative was abandoned as it wasn't considered to be as suitable to the school context:

- 12: *'I know senior management have looked at other initiatives that have been going on in other schools' 'Read Write Inc...which we don't feel would fit in well in our curriculum because we do a lot of visits and we do a lot of outdoor learning so to take..... you know... that would restrict you going on a visit because you would be responsible for children from other year groups, so for us as a school it wouldn't work'.*

Teacher 12 highlights how the RWI initiative would have impacted upon the curriculum within his school. RWI was considered by many teachers as an alternative to ERR and it was being piloted and taken on by one of the schools in the near future. Teachers accounts have shown that a number of phonics initiatives are being used by schools who have adopted ERR as well as those who chose

not to adopt ERR. As was mentioned earlier, some teachers highlighted the benefits of ERR as an initiative when they were asked about the need for ERR within their schools.

Benefits:

Like Headteachers 4 and 5, teacher 8 highlights the importance of the structure of ERR, but also the positive results gained from the research findings:

- 7: *'It had results to raise the standards of reading and writing'.*
8: *'it was a good structure and a good strategy that had been researched and approved that would help the children with their reading and writing skills'.*

Teacher 7 also describes the positive research outcomes relating to ERR. Other benefits described by teachers included the fact that it's consistent and measurable.

Filling in the gaps of other initiatives:

Another benefit described by teachers was the thoroughness of ERR and the gaps that it covered that were not covered by other initiatives. Teacher 13 describes this below:

- 13: *'I think ERR sort of filled in the gaps that the literacy strategy didn't'.*

Some Headteachers felt that ERR was taken on because nothing else was in place:

- 2: *'we don't want to abandon it because we don't have anything else to take its place'.*
10: *'it was seen as something that was needed to fill a gap'.*
10: *'I wasn't here but I'll guess it's because we didn't have anything else'.*

Headteacher 2 described how she had reservations about ERR but it would be continued because there is nothing else available to take its place. Headteacher 10 describes how ERR filled a gap. It seems that he is referring to a general need for a literacy based initiative within his school, like Headteachers 4 and 5. Other teachers described the fact that ERR was taken on because it was available and at the right time.

Availability and at the right time:

Many teachers and Headteachers highlighted the availability of ERR and the support and training that was offered by the Education Department:

- 1: *'it was around about the time when there were a lot of views around about phonics being very useful'.*
- 19: *'we'd made a decision that ERR was being offered as an island initiative so perhaps had Read Write Inc had come in at the same time, and the training, it might have been different I don't know, but ERR was there at the time and we, as a school needed it'.*

Headteacher 19 acknowledges that other alternatives may have been considered if they were available at the time when there was a need for it as a school. It was interesting to note that teacher 1 describes how ERR was available at a time when phonics was in fashion, and this may therefore have swayed schools decisions to implement it. As well as this, many teachers described how their school may have been encouraged to take ERR on.

Encouragement:

Several teachers thought ERR was adopted because it was an Education Department initiative, so therefore schools may have been encouraged to take it on:

- 1: *'probably the schools were encouraged to do it'.*
- 7: *'I would imagine it would be because the department started to roll it out'.*

Teachers 1 and 7 used the phrases 'I would imagine' and 'probably' which denotes a lack of certainty. Other teachers said that they weren't sure why, but they gave an estimated guess. It is interesting to see that one Headteacher (Headteacher 10) acknowledged the positive impact that an initiative led by the Department has for the school:

- 10: *'by the department supporting ERR, gives a lot of weight to it'.*
- 10: *'implicit or overt, the message is this is a good thing to do'.*

10: *'having said that, if we had, if the school had had, because I wasn't here, a really structured phonics, erm, synthetic phonics program or something similar in place they probably wouldn't have taken it on'.*

Headteacher 10 also describes the fact that if a similar initiative was in place, and there wasn't a need for a structured synthetic phonics program, it may not have been implemented. This is similar to the views of Headteacher 5 and 4 described above.

2. Experience with other initiatives and comparisons with ERR:

Teachers were asked about their experiences of using literacy initiatives in comparison to ERR. Teachers' accounts collected around three subordinate themes: a variety of approaches; cherry picking and adaptations to ERR.

A variety of approaches:

A variety of literacy initiatives, approaches and strategies were listed by teachers as being valuable in their past experiences of literacy teaching. When teachers were asked 'What experience have you had with other initiatives/approaches in the past that you have found valuable?' the amount and types of initiatives and approaches listed by teachers depended upon the level of experience they had. Fewer initiatives and approaches were mentioned by teachers with less experience and a more extensive list was given by teachers with more experience. Some teachers found it difficult to recall the names of initiatives and approaches. For example, teacher 13 (who had 30 years experience in teaching) said:

13: *'well, so many'.*

Teacher 12 who recalled having 8 years experience said:

12: *'yeah well, not so much literacy, but there has been initiatives that certainly have aided literacy'.*

- 15: *'I think what's a bit of a worry is when we've got some teachers who have only been trained to teach children through the ERR way and they haven't got any other background to fall upon upon, you know some teachers who come new to the island and come straight into an ERR school and that's all they do'.
'that is probably a bit of a worry because they've got less to draw upon to meet those needs'.*

Teacher 15 made an interesting comment about how a teacher's lack of experience in teaching literacy can impact upon meeting children's needs. Despite the differing levels of experience however, every teacher said that they were using additional approaches to supplement or add to ERR within their literacy teaching.

Cherry picking and using other approaches:

Many of the teachers said that they were using elements from a number of initiatives within their literacy teaching:

- 13: *'I think what makes it work is if you see an initiative and you think I like that bit and I like that bit and that it works right then you just kind of build up, er, a little toolbox of what you use'.*
18: *'I think its taking all these different strategies over the years and cherry picking and saying that's a good one, I'll still use that but forget the rest'.*
19: *'it does what it does, but you still need more'.*
22: *'as long as it's done alongside other things, I think it's OK'.*

It can be seen that teacher 13, who has a large amount of experience, describes a 'toolbox' approach to literacy teaching. Some teachers described using particular initiatives and approaches such as THRASS, reciprocal teaching, the NLS, phonic games, Jolly Phonics and guided reading alongside ERR:

- 1: *'we're thinking of using one or two of the THRASS things that tie in well with ERR to supplement it'.*
3: *'I suppose subconsciously you dip in and out of the NLS. I think you possibly do that in every subject in teaching don't you?'.*
15: *'I never really did the either or, because I never wanted to let go of the guided reading so I did the ERR sessions and the guided reading sessions'.*

- 16: *'I use ERR as a tool to build on and I use guided reading to actually encourage children to read for meaning'.*
- 19: *'the reciprocal teaching we use alongside ERR, erm...plus which I've talked about, erm plus every child is heard read individually'.*
- 20: *'we always used our own professional judgement and would link in other sort of phonic games and use Jolly Phonics because having just ERR, it does just limit it'.*

Teacher 1 and teacher 20 describe how ERR is limited if it is used in isolation. Teacher 3 uses the rhetorical question to state that teachers dip in and out of other initiatives across the board in teaching. Reasons for this were explicitly explained by teachers 18 and 19, who state that ERR does not give the bigger picture to literacy teaching. Teacher 18 felt that sticking to one initiative is a narrow way of teaching:

- 18: *'I think that sticking to a particular scheme is dry, it's a very narrow way of teaching'.*
- 19: *'I personally don't think the ERR gives us that bigger picture'.*
- 19: *'I don't think its about adapting that, its about adapting the scheme say I think, its about looking at the bigger picture of what else there is'.*

Teacher 15 gives reasons for why using a variety of strategies is the key to successful literacy teaching:

- 15: *'I went to see another teacher who worked at a school where it had been very successful in Jersey and within her ERR she was using so many other strategies, and it really hit me that that's probably why that had been so successful because they were hitting lots of different learning styles'.*

Some teachers described the need to adapt the ERR initiative, sometimes to compensate for using additional approaches as described below.

Adaptations to ERR:

Most teachers said that they are adapting ERR. Some teachers felt that this was because of the limitations of ERR:

- 9: *'it's a case of just trying to find alternative methods for those who it doesn't appeal to and who aren't getting anywhere so it's adaptable in that you could use it alongside other initiatives and sort of cherry pick the best bits out of it'.*

22: *'although we are doing ERR, we just need to tweak it a little bit and I would say that approach of just doing more of it, doesn't actually work really'.*

One Headteacher (Headteacher 10) felt that there was a difference in the judgements of teachers implementing ERR, and the views of the developers of ERR who instruct how ERR should be implemented:

10: *'It worries me slightly with ERR that it's, erm, we always have this tension between what you're supposed to be doing and teachers feeling we should be doing and you know this kind of getting away with doing it differently, where as I think if that was embraced a bit more, I think actually it could be developed into something even better'.*

He highlights that the tension between teachers' professional judgement and the judgement of those developing the program limits the development of ERR. Teacher 9 also outlines the difficulties she feels with the prescribed method of ERR and her professional judgement relating to how she felt ERR should be implemented for her class:

9: *'I found it very difficult, when I'm doing the training at the moment and I tend, if I am honest, to do that, to adapt it to my class but obviously when the instructor is coming in, I will try and do it by the book. But by the book doesn't work from my class so, that's not what has got us the results'.*

It seems that there is a friction relation to who has ownership over the initiative. This is described in further detail in the next theme; the barriers of ERR.

3. Barriers and essential factors to the success of ERR:

Teachers' views about the barriers of ERR and factors that teachers thought to be essential for the success of ERR formed a focus in teachers' accounts. The following subordinate themes emerged:

time and maintaining a balanced curriculum; flexibility and autonomy of the teacher; differentiation; enthusiasm and continuity and commitment.

Time and maintaining a balanced curriculum:

Many teachers commented about the effect that ERR had on the curriculum as a whole. A lack of time permeated teachers' responses to questions about the barriers of implementing ERR in the ways the training suggests (that being 3 times a day for 15 minutes-see appendix I pg. 101-103, paper 1):

- 6: *'time constraints are a big factor, obviously the research has shown that to get the results, you need to do it 3 times a day but I feel that this is unrealistic'.*
- 6: *'the research shows that it has to be done three times a day but in such..with such a busy time table you don't have the time for it'.*
- 7: *'I think that it takes up too much of your day and there are just as important other things that the children need to learn'.*
- 8: *'time is a barrier and just other things that we're expected to do'.*
- 8: *'I just think it's, it's a bit too restricted in some aspects like you have your three times a day, you have your 5 minute's of handwriting, you have the same sort of pattern every day'*
- 20: *'Definitely time, there's, I mean, I'm still yet to find anybody that does it 3 times a day or if they do, I want to know how they do it'.*
- 20: *'I think a lot of teachers do try and keep to its structure but I know there are a lot that just say you know be flexible with it' cos, some bits of it aren't realistic'..*

Both teacher 6 and 20 comment that the amount of times a day ERR is supposed to be carried out is unrealistic. Teacher 8 uses the word 'restricted' when referring to the structure of ERR. Teacher 9 felt that the behaviour difficulties of children in her class made it difficult to implement ERR within the prescribed 15 minute slots:

- 9: *'when you've got a lot of strong characters in the classroom and you've got behaviour issues that you are dealing with, you know, to actually get 15 minutes of quality learning is quite difficult when you're actually in the classroom setting'.*

The prescribed number of daily ERR sessions and the length of time each ERR session should last was cited as being too rigid by teachers.

Flexibility and autonomy of the teacher:

Many teachers felt that flexibility is an essential factor for the success of ERR. Conversely, some teachers felt that not being able to adapt ERR was a barrier to its success. Some teachers requested that their professional judgement and knowing what is right for their class is valued to a greater degree:

- 3: *'when you go on the training, you're told this, this, this and I think actually, we need to be able to go actually for my children, I need to take out that little group of reception children and let them do one to one rather than secretly going, I need to take them out'.*
- 3: *'because we are professionals, we know what we're doing you know, I would hate someone to come in and see me doing ERR and say hang on a minute, you are doing those groups in the wrong order, you should be starting with the highest ability and you're starting with lowest ability for differentiation and its like, well hang on a minute, that works for my class'.*
- 15: *'when you've got teachers who've been trained in teaching reading through various techniques in teaching children how to read, if you value their professionalism to think well this will work with that child, and this will work with that child, and you have a bit of everything in it, I think its probably going to be more successful for all children'.*
- 18: *'some flexibility, erm, so that teachers can use their own professional judgement'.*

Some teachers did not think ERR suited the learning styles of their class. This was another reason why teachers felt that ERR needed to be adapted:

- 7: *'I think it needs to be more interactive, I think it needs to be more visual'.*

Other teachers felt that specific aspects of the initiative needed to be adapted.

Differentiation:

Many teachers perceived difficulties with differentiating ERR in the way the ERR training prescribes. Having a wide range of abilities was reported to make it difficult for teachers to differentiate in the ways prescribed in the training and tailor to childrens' differing learning styles:

- 7: *'if you have a vast scale of differentiation; some of our higher able ones can read, quite easily, and some of them are really gifted readers, and I am working with my front row on their letter sounds, not even the whole band of letter sounds so, that is difficult to juggle, so that is definitely a barrier'.*
- 7: *'The differentiation doesn't take into consideration the individualism of a class so as a teacher you are trying to use a system that doesn't necessarily cater for that'.*
- 9: *'you're trying to teach on a whole class level you don't really sort of tailor to their different learning styles'.*
- 16: *'I don't feel that it is differentiated enough perhaps, it doesn't cater for a child's needs, it doesn't make them a reader'.*

Teacher 20 and teacher 7 outline alternative ways of differentiating because of the difficulties they faced with the prescribed way of differentiating ERR:

- 7: *'they need to loosen up on the differentiation aspects sometimes, having groups come out, I don't think that's such a barrier'.*
- 20: *'I remember the way they taught us how to differentiate it between-in the class using the lines and I mean again, we felt that that didn't really work for us'.*
'we actually differentiated between the actual classes'.

Children's lack of engagement with ERR was described as an outcome associated with the difficulties of teachers not being able to differentiate in order to meet the learning needs of the class.

Enthusiasm:

Some teachers felt that children's lack of concentration was a barrier to the success of ERR:

- 17: *'the children get bored, after a while, and it's not just the high ability ones, it's usually those that get bored first when they can read and therefore they switch off'.*

Conversely, other teachers said that it was their lack of enthusiasm as a teacher that was a barrier:

- 8: *'the repetitive nature and because there's no creativity to it, can make it very sort of boring'.*

Lack of enthusiasm for ERR from both the teachers teaching ERR and children being taught ERR seems to be a barrier. Some teachers admitted that it is their enthusiasm as a class teacher that makes ERR successful:

- 6: *'You have to persevere with it because it's so easy to forget to do it with such a busy timetable...you need to make sure that you do it regularly'.*
- 17: *'you have to be quite enthusiastic with it and jazz it up a bit without losing the essence of it really'.*

Teacher 17 feels that there is an importance in keeping, what she describes as the 'essence' of ERR, but also making it fun for children. Teacher 6 describes the need to stick with it and do it regularly as she says it can be easy to forget it. This relates to the need for commitment and continuity with ERR.

Continuity and commitment:

Teacher 19 described lack of continuity of ERR within the school as being a barrier to its success. On the reverse, Headteacher 14 emphasised the need for continuity of ERR through the school to ensure its success:

- 19: *'if it's not taken wholesale say through Key Stage 1, if it, if not every teacher has signed up to it and is not doing it, it kind of skews, it kind of skews the way forward really'.*
- 14: *'We must ensure that the continuity of it carries on'.*

Teachers 20 and 14 state the need for a mutual level of commitment to ERR from teachers. The need for members of staff to value ERR within their school was outlined by teacher 4:

- 4: *'they need to understand the value; they need to know that the leadership team and the school value it'.*
- 14: *'Commitment from, er, leadership and from the school as a whole, so it's very much a whole school approach so everyone knows what we are doing'.*
- 20: *'just making sure everyone is sort of onboard and everybody feels the same about it really and has the same view so it can move forwards in the same, you know, so everyone is going in the same direction'.*

It can be seen that teachers feel that all staff need to have shared objectives about ERR. School wide attitudes were a common theme emerging from teachers' accounts which will be discussed below.

4. School wide attitudes about ERR:

School wide attitudes and the influence of attitudes on how ERR is implemented was a consistent theme in teachers accounts. Management's views were focused on in teachers' accounts which will be discussed below.

The views of management about ERR:

Headteachers were specifically asked about their views relating to ERR and if they influence how ERR is implemented within their school. Headteacher 4 felt that her staff are aware of her views about ERR. Headteacher 18 discussed how her school have adapted how they are taking on ERR as a school in light of teachers' views:

- 4: *'I think they know that I value phonics as being important'.*
18: *'they do get you know, a bit twitchy if they think they are constrained by it, as I say, but because I think, I think we are using it in quite a sensible way, erm...I, I think that if we said, you don't have to do ERR anymore, I think they'd still do it'.*

Teachers gave differing responses when asked if management influence how ERR is taken on within their schools. Teachers 22, 19 and 23 felt that the Headteachers views have an impact on how ERR is adopted as a school:

- 19: *'she had a very firm view that she wanted everybody to be singing on the same hymn sheet basically, but more than that she wanted children literate so she wants to see the bigger picture'.*
19: *'she's got very firm views that this is how we are doing it, plus the other things that we are doing as well, but basically that the ERR is the nitty gritty of the way Key Stage 1 teach reading, erm, and everything else supplements that'.*
22: *'she does have views on it and obviously that impacts on how the school adopt it'.*
23: *'I think only to an extent, she believes in it yes and she's pushing the literacy side of things so I suppose it gets pushed. I wouldn't exactly say how a teacher teaches it'.*

Teacher 19 states that her Headteacher wants all school staff to have shared objectives about literacy teaching, with ERR just being a part of that. Teacher 23 feels that her Headteacher doesn't influence how teachers teach ERR. Similarly, teacher 20 says:

- 20: *'She was just really supportive over it really and she did say to me not to worry too much about the times and stuff like that, just to get yourself confident and used to it'.*
20: *'I didn't feel too much pressure from up top which was good because it gave me time to get comfortable with it'.*

Teacher 20 highlights the importance of support from management. It seems that teachers feel management would support them to make professional judgements about the teaching of reading.

Teacher 15 and teacher 1 state:

- 15: *'I think he feels that he doesn't know very much about it' 'I do think he's got strong views on teachers' professionalism and teachers to make professional judgement about the way things are working'.*
1: *I think she would say you should ideally be doing it three times a day, I mean I know she, but, erm, but I think she also appreciates that if I think she gives us enough professionalism to be able to say well I can't fit in three times a day, but I am doing this and I am doing that and I am doing the spelling at another time do you do know what I mean I think she trusts us'.*

Management's trust in a teachers' professional judgment was highlighted to be important by teacher 1 and a lack of this trust was thought to be an issue by teacher 16:

- 16: *'we were pushed down that road, a road that we didn't particularly want to move down and we had a Head who was very very interested in it and wanted it done, and said we had to do it, it didn't come from the staff, it came from the Head and then there was one member of staff who really ran with it, to the detriment of reading throughout the school and also we carried on with guided reading, we carried on with ERR and this person was told she didn't have to do guided reading, so when it came to the move up to the next class, there were children who just....we had to reassess to see where they were, it was a very difficult situation'.*

Teacher 16 goes on to say how a difficult situation was caused by a previous Headteacher who failed to take on board the views of staff in relation to the teaching of literacy. This reflects that ownership needs to be felt by teachers. Whole school views about ERR formed a consistent theme in teachers' responses which will now be discussed.

Whole school views:

Teachers were asked their views about whether all staff in their schools are supportive of ERR so it is seen as a whole school approach to the teaching of reading. Differing responses were obtained. Many teachers felt that staff were not supportive because they lacked information about ERR and they were not involved with the teaching of ERR:

19: *'No not yet, I think there's too many people that haven't seen it taught, don't know what it is, erm, so therefore can't necessarily see the value in specific ERR'.*

14: *'I couldn't say that with all honesty, I think that many teachers are impartial because they just don't know, because they are not actively involved in it'.*

Teacher 15 described the importance of all teachers having a similar view about how ERR is taken on by teachers:

15: *'I think we are all very similar at the moment in how we approach it, that its one strategy that we use with bits of others, I think we've all gone down the same sort of line. We did have one teacher who was very very totally ERR and did nothing else and that caused slight friction within the school, I think'.*

Teacher 8 describes how staff members were supportive of ERR in the early days when it was taken on as a school:

8: *'Yeah, I think it was, erm, in its early days, and then that's not to say that the same thing won't happen with Read, Write Inc I mean in its early days, everyone's excited about a new initiative and then it might it, might loose its flavour but, it was, it was supported because I think there was a need to put something in to schools but then it was, you know over the years, cracks started to show and people were saying I can't fit it in 3 times a day or my children are bored of it or I'm bored of it, erm, or I'm not quite sure how to teach the writing, erm, and I think that's when discussions started happening in our school, yeah'.*

Teacher 8 describes how after a period of time, teachers' attitudes and enthusiasm for ERR eroded and so alternatives were discussed. It is interesting to see that teacher 23 feels that teachers' differing views are associated with teachers' personality differences and teachers' dislike for change. It is this that she felt influences how supportive they are of ERR:

- 23: *'I think generally, yes, I mean as much as anything is, I think with any initiative and anything, there will always be teachers who are for whatever reason, they don't like the change or they don't believe in it or personally it's not really working for them'.*

Teachers from two form entry schools highlighted how sharing a year group influenced how they were teaching ERR:

- 7: *'It does help knowing that somebody else is doing it and she was like oh I've got to do my ERR after lunch, so I'd be like, right, I will do it too because you can hear a class doing it can't you, it's quite load so we'd both do it at the same time'.*
'if you're double year band, you can plan it in together too'.
- 19: *'Yeah, because it's a double key stage, year group rather, erm, Anna and I who teaches the other Year 2 class, all the time we are assessing the children to be looking at the bigger picture of the two classes over the year group'.*

It can be seen that support in terms of the children's assessment, planning and organisation was seen to be beneficial for teachers 19 and 7 who had a year group partner. Other types and levels of support will now be discussed as this formed a significant theme in the interviews.

5. Levels and nature of support:

The levels of support and nature of support for ERR were significant focal points in the interviews. The majority of teachers felt they did have an adequate level of support for ERR. However, the potential benefits of other types of support were highlighted. The nature of support clustered around five subordinate themes: continual training, development of training, sharing practice, development of working groups and development of materials.

Continual training:

Many teachers stated the importance of ongoing training for ERR. Headteacher 4 describes how continuing training is essential, not only for new teachers but also for teachers who move year groups as they are likely to need the training for that specific year group that they move to:

- 1: *'in terms of support from the Department it would be coughing up a bit of cash to say right keep the training going'.*
- 4: *'they must carry on providing training because what they need to realise is it's not just new teachers to the profession, I have a policy of teachers moving year groups every 4 years, we move in order to keep the teachers fresh'.*

Refresher sessions were also highlighted as being important so any changes made to the initiative can be shared:

- 4: *'when people first started and other people first started going to the training, er, we did support each other because I had already been so we would talk about what they had been told and then when people had gone to refresher courses we talk about what's been said because things..things are changing'.*
- 17: *'Yes, I think the only time it dipped slightly is when I went on the training and it was, there was a lot of new stuff and maybe it if it hadn't have been brought to my attention, then, and we've noticed on other courses that people have said well I'm still using you know old stuff so maybe just keeping an eye if everyone is updated'.*
- 20: *'the initiative that you're on, there's always something that's changing so definitely refresher courses would be good, even if it's just once a year to, you know, familiarise yourself with that research and the principles again'.*

Teacher 20 emphasised the need for revision on the principles and research of ERR. Teacher 1 explained that check-ups are needed to ensure that any bad habits are identified and dealt with:

- 1: *'I just feel, I just feel I think over a period of time, I'm sure I've got into bad habits so I think some additional training would be really useful'.*

The development of training:

Some teachers felt that the training for ERR could be developed:

- 9: *'In the training I felt that perhaps some of it wasn't made particularly clear and there was a lot of sort of additional reading and stuff that we had to do you know there was that expectation to make it clear and some of it felt a little bit rushed'.*
- 9: *'Perhaps some of it in a bit more in a practical way because a lot of it was sort of being talked at whereas actually I think actually watching successful sessions might be a little bit more, erm, I don't know, just a bit more encouraging and a bit more motivational'.*

Teacher 9 described how adapting the training so that it is more practical and didactic would accommodate for teachers' variance in learning styles. Formal as opposed to in-house training for

ERR to take place prior to the teaching of ERR so all children have an equal advantage of being taught by a formally trained teacher was highlighted by teacher 19 to be essential:

19: *'It would be difficult that you were teaching it while you were training because you didn't have the full picture of, till after, so all the time you were getting better but perhaps the children, who were taught by myself in the first year while I was training, didn't get the best deal'.*

The importance of teachers having an understanding of ERR in year 3 was highlighted by some teachers as being essential in order to keep the continuity of ERR going through the school for those children who need it:

21: *'year 3 teachers need to understand what children have learnt and use those skills and continue using those skills'.*

Teacher 5 agrees that there is a need for teachers to have a shared understanding of ERR up the school, however she feels there may be difficulties with training for ERR up the school:

5: *'Yes, this could be an area for development, however the curriculum changes so much up the year groups. The teachers do need the understanding of what ERR is however'.*

The benefits that would be provided if supply teachers were trained to deliver ERR was highlighted by teacher 3:

3: *'I do think supply teachers should be trained' she goes on to say: 'it's going to benefit the children and schools in the long run'.*

She says that teaching assistants (TAs) take whole class ERR sessions if a supply teacher hasn't been trained, despite the fact that this goes against the principles of ERR (see appendix I pg. 101-103, paper 1). This was a common theme throughout teachers' accounts:

3: *'If I, you know, get called out or are off ill or you know, she can step up and teach ERR which is great because I think that's the big problem with ERR is lots of out teachers don't have the skills, so they come in and the children are used to it, the supply teacher isn't and I think it's a shame that they are not being offered the training as well'.*

Sharing practice:

Other teachers highlighted the importance of schools sharing practice about ERR so new ideas can be developed:

- 9: *'the most helpful thing would obviously be to go and see it in practice where it is working and see the results'.*
- 19: *'Perhaps if we did go into other schools and see the way that they're doing things, perhaps we'd then look to support, you know, in other ways'.*
- 20: *'keep sort of sharing practice going to other classes to see how they're doing it because sometimes you can think, 'Oh I'm getting a bit bored about the way I'm doing it' so if you go and watch someone else you might be able to pick something else up'.*

The importance of support being maintained from personnel in the Department was described by Headteacher 18:

- 18: *'the support from the Department needs to be maintained'.*
- 18: *'I think its good when then there is dialogue so there is discussion about it and there is some flexibility erm so that teachers can use their own professional judgement and have a quality conversation with people'.*
- 18: *'I think that their expertise is invaluable in this because they are so well respected, not just by the teachers but by the Headteacher and, erm, and the ENCO's because they listen and they've got the expertise and they are not inflexible, you know they will be flexible and talk about issues and if they think we are going off in the wrong direction they are prepared to say and then you have a debate and talk about it'.*

Headteacher 18 stressed the importance of quality conversations between teaching practitioners and advisory teachers in the Department. She stated that the high level of expertise and communication skills that the advisory teacher have are essential to the development of ERR.

Development of working groups:

Headteacher 10 also made reference to the need for quality conversations between those involved in ERR working groups in order for the development of ERR and literacy in general. He described his views about how working groups could operate more effectively:

- 10: *'I think that group, as I've talked to people that are on it, is constrained, its not ERR development, its ERR implementation according to the rules, you know, rather than development which means things getting better'.*
- 10: *'I think just kind of, erm, honest conversations really'.*

- 10: *'we know people are teaching it everyday with loads of experience and we need to get that feeding into the process of the development and I know that's the point of the group, but I don't think that happens because, back to...you know, I don't think people can have the honest conversations'.*

It can be seen that the word 'honest' crops up twice in his account, therefore it seems that he felt strongly about this notion within the group. He discussed how teachers with experience need to be given the opportunity to have honest conversations in order for development to occur.

Development of materials:

Some teachers highlighted the need for particular materials to help with the effective implementation of ERR:

- 17: *'We could do with more books, again that's the only thing we could do with as a central resource'.*
- 21: *'having an interactive whiteboard I think for ERR' 'I think it really does help because it's very visual as well and because with ERR, you have to split them into ability groups 40 seconds for higher, 40 seconds for the middle and 40 seconds slower then they have a different colour and they can see when they are supposed to be coming in'.*

The majority of teachers either felt adequately supported with ERR or they stated how they could be further supported. However, teacher 16 stated that she didn't want further support:

- 16: *'I don't want to be supported particularly, I don't I honestly don't rate it particularly highly'.*

6. Understanding about the supporting research and principles:

Teachers' level of understanding about the principles and research supporting ERR clustered around two subordinate themes: discrepancies between Headteachers' and teachers' views about the level of need to understand the principles and research and the difficulties with putting ERR related theory into effective classroom practice.

Headteachers' and teachers' views about the level of need for an understanding about the principles and research supporting ERR showed significant differences. Many Headteachers felt that they didn't need to have an in depth level of understanding about the principles and research:

- 18: *'I don't feel that I particularly have to quote the ideas or thinking behind it particularly verbatim, because I know people that can'.*
18: *'I don't necessarily have to know all the ins and outs of it and if I see that it's working in the school and the staff are pretty positive and the kids are reading, then that's it really'.*

Headteacher 18 did not feel that it is particularly important that she has a deep level of understanding about ERR, but more that she can see the benefits of it within her school.

Teachers gave a mixture of responses when asked 'Do you understand the principles and research supporting ERR?' with some teachers saying 'Yes, they understand' and other teachers stating that 'They understand to some degree'. There weren't any teachers who said categorically 'No, they didn't understand the principles and research supporting ERR'. Some of the answers included:

- 4: *'of course the idea of little and often, I understand that, but there is scope for flexibility I believe, when it's somebody's whole life they see that as the way, its very difficult for them to appreciate what its like actually being in a classroom and all the other things that have to be covered'.*
9: *'the theories all make absolute perfect sense and theoretically it sounds amazing and sounds like it should really work but obviously the people who have produced the theory haven't necessarily had as much practical experience in the classroom to sort of think about the implications and the logistics of it'.*
19: *'I do understand the principles, I don't necessarily agree with everything that is being said about it'.*

Teachers 19, 4 and 9 stated that they understand the principles and research. However, teachers 4 and 9 discussed their views about the difficulties with transferring the theory into practice.

Discussion:

Whilst the results need to be considered in relation to the contexts from which the data was drawn, some interesting insights into teachers' accounts about their practice relating to ERR were revealed. There are some common themes revealed in this research that are consistent with the literature.

Defining the problem:

Lewis and Wray (2001) state that ‘defining the problem is the first step in implementing a successful literacy policy’ (Lewis and Wray, 2001, pg.48). The importance of establishing a vision of reform was also highlighted by O’Day et al. (1995, as cited in Desimone et al., 2002). They comment that articulating and establishing a reform vision can provide a framework for implementing and monitoring all aspects of reform. Many teachers felt that there was a general need for a structured phonics initiative within schools; however this wasn’t specific to ERR. It is worth noting that because some teachers felt that there wasn’t a specific problem that needed to be addressed when ERR was implemented, this may have had a knock on effect for how ERR was implemented within schools. Schlechty (1997) states that ‘there are many models of reform but the difficulty comes, it seems, in transporting these practices from the sites where they are invented and demonstrated to other sites’ (Schlechty, 1997, pg. 83).

Many teachers felt that ERR was taken on because it was not only encouraged but it was available from the Education Department. Few teachers felt that they had much say in regard to the suitability of ERR to their class and context. Although the research recognises that external factors may play an important role in the selection of the innovation (Bodilly, 1998; Bowman, 1999; Cawelti, 1999; Hayes, Grippe & Hall, 1999; Herman & Stringfield, 1997; Horsley & Kaser, 1999), research into school reform (Bodilly, 1998; Bowman, 1999; Cawelti, 1999; Hayes, Grippe & Hall, 1999; Herman & Stringfield, 1997; Horsley & Kaser, 1999) highlights that consensus building about the vision is important to sustain the innovation in the face of changes in leadership. This was seen to be particularly important by one teacher who felt that there was a lack of consensus building around the vision of ERR with the previous Headteacher of the school. It was felt that teachers’ views were sidelined.

It is inevitable that there will be teachers who do not see the relevance of some initiatives adopted by schools. However, Fisher (2004) highlights that good training can help to win over those who currently do not see the relevance of the initiative. He goes on to say that good training also inspires those who are interested to develop their ideas relating to an initiative.

Support:

There is an abundance of research stating that effective support is vital to enable the effective implementation and sustaining of literacy initiatives within schools (Bussell, 2001; Dawes, 1999; DeFord, Lyons, & Pinnell, 1991). Teachers in the current research said they felt well supported with ERR, however, many teachers specified a need for ongoing support. Fisher's (2004) research in to the NLS also highlighted the need for continual training to be provided to embed the NLS so that it does not fall through. Whilst teachers requested the need for ongoing training, the style of the training was recognised to be an issue. Teachers felt constrained by the didactic style of the training and therefore there were limited opportunities for teachers to openly and honestly discuss their views to enable effective problem solving. Although most teachers said they felt well supported for ERR, these findings suggest that some adaptations to the style of the training may be beneficial.

In Bussell's (2001) opinion, leaders are effectively change agents. According to Rogers (1995), certain factors are needed for a change agents' success. These include communication, orientation in relation to the client, compatibility of the innovation with the clients needs, empathy with the client, similarity with the client, innovation of leaders' opinions, the clients' evaluative abilities

and the nature of the diffusion process whether it is centralised or decentralised. In relation to empathy, some teachers felt that the trainers lacked empathy for the teachers. This was attributed to trainers lacking experience in putting the theory into effective classroom practice.

Although teachers agreed with the theory and research relating to ERR, there were difficulties associated with applying the theory into practice. Taylor (2002) reports that the processes by which research findings are transformed into everyday practice are not very well informed. Opportunities to problem solve in a way that was effective through the current training was cited as not being possible. Lewis and Wray (2001) state that ‘it seems obvious that effective teachers need to be learners as well as teachers’ (Lewis & Wray, 2001, pg. 7). Therefore, training needs to suit the learning styles and needs of teachers to enable successful problem solving. This research created time and space for teachers to reflect upon their own practice. Many teachers felt that the process was helpful for their development and therefore the future development of ERR.

Flexibility and autonomy of the teacher:

Teachers feeling constrained by the teaching of literacy was a frequent theme occurring in this research. This was consistent with Anderson et al’s (2002) research into the literacy hour. The relentlessness of the literacy hour was expressed by teachers from comments such as feeling ‘straight-jacketed’ by the process. Anderson et al. (2002, pg 116) stated that ‘disempowerment was also expressed in the survey by teachers perceiving key values and aspects of English teaching being marginalised’. This was consistent with the views of teachers in the current study. They felt

that the recommended number of 3 daily ERR sessions left little time for other important approaches to the development of reading (e.g. guided reading). Also, the requirement for teachers to follow a strict structure (e.g. 7 minutes sharing a book) was felt to be too rigid. Teachers in Anderson et al's (2002) study also displayed anxieties relating to the rigidity of the NLS. Concerns were voiced about the lack of freedom to follow children's interests. Fears that the NLS would become boring and the unsuitability of the initiative for the early years were also expressed. Similar concerns were raised in relation to ERR and the suitability of the initiative in the early years. Lack of enthusiasm to implement ERR as prescribed was also commonly cited by teachers in the current study. In light of this, every teacher said that they were adapting and adding to ERR by using other approaches and initiatives within their literacy teaching. This was consistent with the findings of paper 1 (see results p. 27-58, paper 1).

Certain aspects of ERR were found to be beneficial by teachers and despite the difficulties, most teachers anticipated its ability in forthcoming years to plan a clear path of literacy development for children in the primary years.

Discussions relating to methodology:

There are a number of considerations relating to the research process itself that need to be considered. Using semi-structured interviews as a method of collecting data meant that the response rate was easy to control. However, it was difficult to anticipate the time consuming nature of the interviews. Due to the fact that a number of dates and times were offered to respondents, a lot of travelling was required which was both time-consuming and expensive. Despite this, semi-structured interviews were used as the prime method of data collection as they permitted the

collection of rich data. They also allowed a great flexibility of coverage and an exploration of novel areas. As interviewing face to face is essentially a social interaction, it allowed for validation of the data. It was possible to gain a sense of whether what the participants were saying, was a true reflection of what they meant. This was explored through observation, further questions and mirroring statements made by participants. Subtle emotions, tones and unspoken comments provided a plethora of additional information. For example, some teachers found specific topics difficult to discuss and so hesitation and pausing was frequent in responses. A possible explanation for this may have been careful consideration of phrasing views in a politically correct way. Impoverished data would have been collected if the interviews were not carried out face to face.

The method of face to face interviews highlighted the challenge of creating open and honest dialogue, however. As the interviewer, I often sought clarification of interviewees' responses so there was a reduced risk that I didn't understand responses provided by participants. The Dictaphone caused some anxieties. Although the purposes of being recorded were clarified at the beginning of interviews, two teachers refused to be recorded. It was interesting to note that these teachers were from the senior management team of a school that was piloting another initiative that was intending to replace ERR.

Although it was stated that there is no right answer to the question of sample size in IPA (Smith & Osborn, 2008), on reflection, this method of analysis was both time and energy consuming. Large amounts of complex data were generated and the degree of commitment that was needed for the analysis was great. Although it was felt that disregarding the use of computer technology in this research was a well informed decision to make, it may be more appropriate in future research to

use computer technology to initially handle and code large amounts of complex qualitative data if there were similar constraints. Despite this, IPA provided insights into ‘life world’, subjective experiences and the specific guidelines allowed identification and integration of themes. IPA as a method of data analysis has enabled the voices of teachers to be heard with a richness and depth that is not possible in large quantitative studies.

Conclusion:

The current research raises some important questions about ways to go in supporting teachers with the implementation and embedding of ERR within their literacy teaching. This is specifically pertinent within the context and climate of Jersey where teachers’ freedom to explore is not limited by inspection and high stakes assessment. Developing innovative working arrangements that support teachers’ decision-making and increase teachers’ engagement in the tasks of teaching ERR are needed.

On reflection, carrying out this research has increased my confidence and experience as a researcher. I now have a more informed understanding of the processes involved in undertaking real-world research of this nature and scale within the constraints under which I was operating. If I was to extend this research, I would explore pupils' views in relation to ERR. As this was beyond the remit for this paper, a potentially rich source of data may have been missed out. Triangulating teachers' accounts with those of the pupils' and analysing the relationships between school level data would perhaps reveal some interesting findings.

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Appendix A:

Education, Sport and Culture

Education Support Team

Educational Psychology

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30th January 2009

Dear.....

As part of the second phase of my Doctoral research investigating how teachers can best be supported to embed initiatives within the island, I am now following up the questionnaires, to which you gave feedback relating to various aspects of the ERR initiative. You stated on the questionnaire that you would be happy to discuss your views further, so in response to this, I would greatly value further feedback. This should only half an hour and can take place at the PDC or within your school. Could you please tick any of the dates/times that are specified on the attached sheet along with a preferred location and send the slip back to the PDC. If all of these dates/times are inconvenient, could you please suggest any alternatives.

If you have any queries, please don't hesitate to contact me.

Many thanks for your kind help.

Anika Spanswick
Trainee Educational Psychologist

direct dial: +44 (0)1534 449381
email: a.spanswick@gov.je
www.esc.gov.je

Name:

School:

Preferred location of interview:

Please specify which dates and times are most convenient to you by ticking the boxes:

Friday 6th February: 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Monday 9th February: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Wednesday 11th February: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □
Friday 13th February: 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Monday 23rd February: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Monday 2nd March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Friday 6th March: 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Monday 9th March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Wednesday 11th March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Friday 20th March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Monday 23rd March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Friday 27th March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Monday 10th March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □
Friday 3rd March: 9am □ 10am □ 11am □ 12pm □ 1pm □ 2pm □ 3pm □ 4pm □ 5pm □

Alternatives:

Appendix B: Interview Schedule (class teachers).

‘Thank you for taking part in this interview. Although the interview needs to be recorded for the purposes of data analysis, I can assure you that you will remain anonymous and no records of the interviews will be kept with your name on them’.

Need:

1. Do you think the ERR initiative is specifically needed within your school? (How and why)
2. Has your school considered any alternative initiatives to ERR? (If so, what and why)

3. Why do you think your school took on ERR in the first place?

Experience with similar initiatives:

4. How many years have you been teaching? (Ask for an approximation if respondents find it difficult to answer)

5. How many years have you been teaching ERR? What year did you train in ERR then? (Ask if currently teaching the same year group to the year they trained ERR in)

6. Since you have been in teaching, what experience have you had of other literacy initiatives that you've found valuable? (Emphasise focusing on only those that have been valuable)

7. How do you think ERR compares to these other initiative you've just mentioned? (In what ways, pros and cons)

8. Do you use any other initiatives alongside ERR? (If so, why and how)

Barriers:

9. What do you feel are the barriers to the success of ERR? (Elaborate why)

10. Do teaching assistants (TA's) support with ERR? If so, in what ways? Are your TAs trained in any way?

11. Do you think ERR could be adapted in any way to increase its success? (How could be achieved?)

Essential factors for the success of ERR:

12. What factors do you feel are needed for ERR to be successful? (Why)

13. Are you influenced by other people who teach ERR within your school in any ways? (If so, how)

14. Does you head have particular views about ERR and does this influence the way that you teach it? (In terms of support or how it is implemented)

Support:

15. Do you feel you have had an adequate level of support to be able to implement and embed ERR to its full effect? (Nature of support?)

16. In terms of any other support, do you feel that you could benefit from more support from the department or within school? (How and why)

17. Do you feel ERR has made a positive difference to the literacy skills of those children you have taught? (In what ways)

18. Do you understand the principles and research supporting ERR? (Ask to elaborate)

19. Are your staff supportive of ERR so it's seem as a whole school initiative? (In what ways?)

Closing comment:

Do you have any further comments? Thank you for your time.

Appendix C: Interview Schedule (head teachers).

Prompts are included in brackets.

Introductory comment:

'Thank you for taking part in this interview. Although the interview needs to be recorded for the purposes of data analysis, I can assure you that you will remain anonymous and no records of the interviews will be kept with your name on them'.

Need:

1. Do you think the ERR initiative is specifically needed within your school? (How and why)
2. Has your school considered any alternative initiatives to ERR? (If so, what and why)
3. Why do you think your school took on ERR in the first place?

Experience with similar initiatives:

4. How many years have you been teaching? (Ask for an approximation if respondents find it difficult to answer)
5. Since you have been in teaching, have you had any experience of other literacy initiatives that you've found valuable? (Emphasise focusing on only those that have been valuable)
6. How do you think ERR compares to these other initiative you've just mentioned? (In what ways, pros and cons)
7. Do your staff use any other initiatives alongside ERR? (If so, why and how)

Barriers:

8. What do you feel are the barriers to the success of ERR? (Elaborate why)
9. Do teaching assistants (TA's) support with ERR? If so, in what ways? Are your TAs trained in any way?
10. Do you think ERR could be adapted in any way to increase its success? (How could be achieved?)

Essential factors for the success of ERR:

11. What factors do you feel are needed for ERR to be successful?
12. Do you influence the way that your staff take on ERR in any ways? (e.g. how it is implemented)

Support:

13. Do you feel you have had an adequate level of support to be able to implement and embed ERR to its full effect? (From within school and from the department)
14. Do you feel that your staff could benefit from more support from the department or within school? (How and why)
15. Do you feel ERR has made a positive difference to the literacy skills of those children that have been taught with it? (In what ways)
16. Do you understand the principles and research supporting ERR? (Ask to elaborate)
17. Would you say all your staff are supportive of ERR so it's seem as a whole school initiative? (In what ways?)

Closing comment:

Do you have any further comments? Thank you for your time.

Appendix D: Transcription (Interview 12, page 1).**Need:****1. Do you think the ERR initiative is specifically needed within your school?**

Yeah i think so, I think there's elements of it that work really well, I think the day-to-day repetition of what is, essentially what children need is you know basic synthetic phonics er works I think it's important to back it up though with text and stories and everything so the children have got a good

understanding is of what they're actually been told or otherwise they'd get lost. **So do you use different approaches to teaching literacy apart from ERR then?** Yeah we yeah we do lots, I mean ERR is just how we start off a session and obviously with the end of the session is the last part of the ERR session is the text and we'll always do something with that so it might be drawing characters it might be doing a storyboard they might be using a story man for a story, it might be doing a puppet show in our Piazza so we follow the story element up as much as possible then we also assess the children individually on their site words and their phonics vocabulary say we know where they are as individuals as well. **How do you do that?** We do that once we do that every couple of weeks we literally go through the list of sight words and if children are confident and they've got at a good place we'll give them a few more. Once they got the site words we'll move on to something else like the letter combinations. **Ok ok.**

2. Has your school considered any alternative initiatives to ERR since you have been here? I know senior management have looked at other initiatives that have been going on in other schools.. **Read Write Inc is going on in some schools, is it that?** yeah Read Write Inc..which we don't feel would fit in well in our curriculum because we do a lot of visits and we do a lot of outdoor learning so to take you know that would restrict you going on a visit because you would be responsible for children from other year groups, so for us as a school- it wouldn't work.

3. Why do you think your school took on ERR in the first place?

I think it started off with er...every school in the island looking at the initiative. I know there is a need to develop literacy in the island-there has been a big focus in the department this year, so I guess it sort stemmed off from that really a need for erm I think, I mean I was in key stage two at the time, from what I recall, there was a need for you know a really good synthetic phonics program at the time. **So what year are you in now?** I'm in year one.. **ah you're in year 1 and you teach ERR in year one?** Yeah I teach ERR in year one **and did you have the training for year one?** Yeah I had the training when I started in year one last year but when it came into the island, I don't know how many years ago it was but 5-6 years ago? **yeah..** I was in key stage two-I wasn't sort of part of the initial-so when I went into the year one last year, ERR was new to me and I did the training. I can see the benefits of it. **So you had to do the training when you started?** Yeah well I started the term before, when I was in Key stage two I went and looked at it in Reception so I had quite a good understanding of it when I went in. **yeah.** and I started doing it from sort of in-house inset-training from the school but throughout the first year I was on the proper training. **Ok.**

Transcription (Interview 11, page 1)

Need:

1. Do you think the ERR initiative is specifically needed within your school?

We've been doing it for quite a long time, I think it's very useful. It focuses you but I don't think its, erm we tend not to use it completely has it was intended so that it was very much do this three

times a day and at the time when we first started it, they erm it was suggested that we didn't need to do guided reading and everything else that we might do so we weren't that impressed with that idea. But I do think, I mean i do it once a day, and I do think it focuses you on the phonics and I think that's very good. It does give the children the skills that they need like to synthesise and segment and later on to do the spell as well. The spelling has improved quite a lot.

How long have you been doing ERR within the school then? Oh probably about five or six years. **Okay, so since it first came out and really?** yes.

2. Has your school considered any alternative initiatives to ERR within that time?

No, but further up in key stage two they are doing erm a specific spelling program there that's slightly different. We started it in reception and year one and then it progressed because then they did the year 2 training and then they did the year three training and as it's developed they have brought other things out so they have bought a writing initiative out, so there is other things that have come out since we've been doing it so it has developed as we've gone along. **So the initiative has developed since you've taken it on as a school yes?** Yes.

3. Why do you think your school took on ERR in the first place? Was it because it was available?

It was available and I think somebody went along to the meeting is somebody went along to a meeting with other school somebody had been to England I think to see it working in England and we thought you know we'll give it a go and see what we think. As I said before, we we took it on, but we have kind of adapted it a little bit so it might not be completely and I think most schools have, a lot of schools have done, they have taken the good bits and used them. **Okay.**

Experience with similar initiatives

4. How many years have you been teaching?

Teaching completely? **Yes.** Well that's a hard one, I suppose 30 odd years 35 years? **Okay a long time then.**

5. How many years have you been teaching ERR?

Probably 6-5-6 years...er **the year.-it came into the island then?** Yes. **Ok.**